МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ МІСЬКОГО ГОСПОДАРСТВА імені О. М. БЕКЕТОВА

ЗБІРНИК ТЕКСТІВ ТА ЗАВДАНЬ

для організації практичної роботи
з дисципліни

«ІНОЗЕМНА МОВА»

(для студентів 1-2 курсу денної форми навчання напряму 6.040106 «Екологія та охорона навколишнього середовища та збалансоване природокористування»)

Харків – ХНУМГ – 2013

Збірник текстів та завдань для організації практичної роботи з дисципліни «Іноземна мова» (для студентів 1-2 курсу денної форми навчання напряму підготовки 6.040106 «Екологія та охорона навколишнього середовища та збалансоване природокористування») / Харк. нац. ун-т. міськ. госп-ва ім. О. М. Бекетова; уклад.: С. В. Александрович. – Х.: ХНУМГ ім. О. М. Бекетова, 2013. – 73с.

Укладач С. В. Александрович

Рецензент доц. О. Л. Ільєнко

Рекомендовано кафедрою іноземних мов,
протокол № 8 від 23.04.2013 р.

Contents

UNIT I. EDUCATION

Text 1

English language today

The English language today is one of the most widely spoken and written languages in the world today, with 380 million native speakers. It is the third most natively spoken language, after Mandarin Chinese and Spanish.

It is an official language in 52 countries as well as many small colonies and territories. In addition, 1/4 to 1/3 of the people in the world understand and speak English to some degree. It has become the most useful language to learn for international travel and is now the de facto language of diplomacy.

The world is accommodating to English speakers, and this is seen clearly in the Business world. This has happened slowly, and some European nations have fought it, but it has happened. Today, a meeting between business leaders in Europe who are from different nations will be more likely to occur in English than one of the native tongues of the professionals.

Why is this? The English domination is due, in large part, to statistics. The European Union reports that almost half of Western Europeans speak conversational English. In contrast, only 32 percent speak German and only 28 percent speak French. Additionally, 69 percent of business managers and 65 percent of those in their late teens and early twenties speak decent English. In today's world, learning English simply makes good business sense.

The scientific world has always been a proponent of a common language. This is why living things are classified using Latin words. When a German scientist makes a discovery, he needs to be able to communicate that discovery with his Japanese, American, and French colleagues. As such, the main language used in the fields of science is English.

The Internet also plays a role in making English the dominant language in the world. By far, the vast majority of online resources are written in English. Translations are available, but the main language most websites, as many as 80 percent of all websites, is English. Also, most forums are frequented by people who can speak English, which means that the free sharing of ideas online is more accessible to those who can read and write in English.

While all countries have their own actors, actresses, and singers, those that achieve global recognition are almost always English performers. If you grab the iPod of someone in a non-English speaking country, you will probably find a few songs on it sung in English, if not the majority of the songs. Pop culture icons are global celebrities, and the vast majority of those who achieve global recognition are English speaking.

From the youngest students to the advanced graduate student, those involved in education across the world are learning English. Elementary schools in European and Asian nations are teaching young children basic English. Universities across the globe are changing from their native languages to English. People are traveling to England and America to have their children taught English by native speakers.

Countries like China are paying Americans to come into their lands to teach their people conversational English.

As English continues to morph into a global language, it has its skeptics. Some point to the time when Latin was the "global" language and say that no language can stay prominent forever. However, that was a time when the world was not connected by the click of a mouse or the dialing of a phone. Today, English is turning into a global language, and it will likely stay there, although in a unique form that is a bit different than its current one. Regardless of the future of the language, it is evident that in order to make an impact on today's economy, one must be able to use English well.

I. Read and translate the text.

II. Find in the text English equivalents for the following words and word combinations:
   a) носій мови;
   b) учений, науковець;
   c) часто відвідувати;
   d) всесвітнє визнання;
   e) переважна більшість;
   f) вплив на;
   g) незалежно від чогось

III. Fill in the gaps. Remember: Several responses might be acceptable. Choose the best one:

1. I _____ (= it’s hard for me) memorizing new words.

a) have a hard time b) difficulty c) so difficult

2. No, you _____ that verb incorrectly.

a) conjured b) conjugated c) conquered

3. I’m _____ in five languages = I speak five languages perfectly

a) flowing b) fluent c) fluid

4. I can _____ in French (= I speak it, but not too well), but I’d like to speak it better.

a) get going b) get by c) get over

5. I have _____ speaking. (= it’s difficult for me to speak)

a) trouble b) a problem c) a + b d) difficult

6. English is his _____. (= native language)

a) mother’s tongue b) mother tongue c) father tongue

7. A _____ person is someone who speaks two languages.

a) bilingual b) trilingual c) smart

8. I don't need to be able to speak fluently, I just want to be able to _____.

a) commune b) commute c) communicate

9. The English _____ starts with "A" and ends with "Z".

a) letter collection b) word c) alphabet

10. She has lived in the United States for 10 years, but still has a strong _____.

a) access b) accent c) assent

11. If you use my method, you'll be speaking English _____. (= very soon/ in very little time)

a) in time b) in no time c) no time

12. Her speaking _____ (= ability to speak) have improved a lot over the past year.

a) skill-set b) skill c) skills

13. Learning a new language is a _____ process. It can't be done overnight!

a) time-sensitive b) timely c) time-consuming

14. I tried to speak to her, but there was too much of a _____. (= We couldn't communicate because we didn't understand each other)

a) language struggle b) language barrier c) understanding barrier

15. She _____ English for five years.

a) learned b) looked at c) studied

16. His vocabulary is very _____. He has to learn more words.

a) limited/basic b) organized c) great

17. I learn best when I study _____, not in class.

a) myself b) on alone c) on my own

18. It's much easier to learn a language if you're _____ by it. That's why many students come to study English in an English-speaking country.

a) rounded b) surrounded c) all around

19. I’m taking an _____ French course this summer.

a) intensive b) intense c) tense

20. John speaks Russian at a _____. (= as well as a Russian person)

a) natural level b) native level c) natively

Text 2

Learning from mistakes

I. These sentences have been taken out of the article below. Read the text and find where they should go.

1. The fail to see them as part of the learning process.
2. Then they restart the computer, and experiment again.
3. People who achieve great success then have more to lose when thing go wrong.
4. Learn to talk about your mistakes, at work and at home.

Have you ever noticed how children are always making mistakes? They do it all the time, and it doesn’t seem to bother them. You don’t learn to walk without falling over. You don’t learn to speak without mispronouncing lots of words. You don’t learn to juggle without dropping balls. But if you create an environment where mistakes are not accepted, then people become frightened of them. In these kinds of environment people learn to hide their mistakes, and not to celebrate them as a good thing. If you’re not making mistakes then you’re not learning anything valuable.

Do you remember the first time you touched a computer? You didn’t want people to watch you as you started to touch the keys. You worried that if you touched the wrong button, you would delete all the important files. Children aren’t like that. They experiment with all the buttons, just to see what will happen. And they are learning from every move they make. The fear of failure seems to develop as we go through school. We learn to become afraid of our mistakes, to be afraid of having the wrong answer, or to draw outside the lines.

The fear of success comes later, and we can see this often in successful professionals and leaders. So they start to worry, and decide not to take risks.

Don’t let this happen to you. See what opportunities can arise from mistakes you make, and soon you’ll feel happier about yourself.

II. Find words or expressions in the text which mean:

1. make you annoyed _____
2. fall on the ground _____

3. saying something with the wrong pronunciation _____
4. throw and catch three or more balls together _____
5. the buttons on the computer ____
6. do something in a way that people don't expect _____
7. do things that could cause problems ____
8. possibilities for things you can do _____

III. Translate the following sentences:

1. Сьогодні англійська мова – це мова світу.
2. Більш ніж 350 мільйонів людей розмовляють англійською як рідною мовою.
3. Англійська мова – головна міжнародна мова спілкування, науки та бізнесу.
4. Англійська мова - одна з офіційних мов Організації об'єднаних націй.
5. Англійська мова - це мова літератури, сучасної музики та міжнародного туризму.
6. Вивчати іноземну мову нелегко. Це довгий та повільний процес, який потребує багато часу та терпіння.
7. Відомо, що читання книг в оригіналі, перегляд телепередач та новин англійською мовою, та спілкування з носіями дуже допомагають в вивченні мови.
8. Знати англійську мову абсолютно необхідно для кожної освіченої людини, для кожного гарного фахівця.

Text 3

System of Higher Education in the USA

The most distinctive feature of the system of higher education in the USA is its diversity. Department of Education does not control curricula. It concentrates on providing training opportunities for both academic and high school teachers. It also certifies accreditation agencies together with the Council of Higher Education Accreditation. There are about 600 of the fields of study for prospective students to choose from. The quality of education is confirmed by regional or professional accreditation. There is a group of Ivy League schools but accredited and strong schools can be found in all states of the USA. All institutions of higher education can be divided from the point of view of financing into public or state and private or independent ones. Private schools have their endowments that are main source of their financial abilities sustaining their budget. Public schools are receiving their money from the state tax payer's money. Higher education in the United States is also paid for by the students. While private schools charge equal tuition fee from all students not withstanding where they come from, public schools' tuition fee is much lower for the inhabitants and residents of the state where school is located.

Undergraduate Education.

First four years of studies are called Undergraduate Studies and the students receive Bachelor's Degree in arts or sciences on their completion. There are about 3,500 schools offering this type of education. The names of schools may differ from college, university college, university or institute to two year community colleges. Most often the schools that offer undergraduate education are called 'colleges'.

Students can begin their higher education also in two-year community colleges and on receiving Associate Degree after two years of learning they can transfer to four year college or university and get Bachelor's Degree after completing 3rd and 4th year of their studies there. Studies in two-year colleges are much cheaper what opens the door to higher education to the less well off students. About 40% of the US citizens begin their studies in community colleges and about 35% of students from Poland follow their example. There is opinion that studies at community colleges provide easier adaptation and less stressing passage from high school to college education. Another distinctive feature of the US system of higher education is the so called Liberal Arts Philosophy. In accordance with this approach the first two years of studies concentrate on both arts and humanities as well as on sciences. Concentration on the major begins from the 3rd year of study.

Each student has to gain from 120 to 126 credit hours. At the end of study period they write papers, or have special practical training that ends with examination. Some colleges offer programs that combine theory with practice the so called 'cooperative programs'. Most often the schools offer practical training on completion of studies.

American schools concentrate on intercultural aspect of higher education. International student centers organize special programs during which international students present their culture, language and customs, kitchen. Very often all student community joins in dancing and learn cooking exotic meals, play national games and before all they talk about cultural differences and look for uniting elements in them. These integration activities are most beneficial to all students' community.

The vast sport and fitness facilities enable all students to stay fit and healthy and participate in the life of local community while being a student in the United States.

Students can join cultural and academic associations and corporations according to their preferences. When they join corporation they can stay in residence halls with their colleagues of similar interests.

Graduate Education.

The studies are organized in the Graduate Schools that are integral part of universities. Candidates must have at least Bachelor's degree. Polish applicants should have Magister's Diploma. Some Graduate schools accept 3 year Bachelor's degree candidates conditionally. They have to go through a year long 'bridge program' and get missing credit points. Graduate students can pursue Master's and PhD programs in about 1,500 Graduate schools. Master's programs last from one to two years and the students are required to write thesis or take examination after internship programs respectively.

Doctoral studies usually last for three years, sometimes longer, especially in experimental sciences. At the end of the program the student has to write doctoral thesis and defend it before faculty council. Each academic year of Graduate student must gain from 9 to 12 credit hours depending on a discipline. The offer of US Graduate Education is very rich and it provides multiple choice opportunities. When looking for appropriate program student should contact professor whose faculty research is similar to his interests. Looking through faculty research on the school's web site can be very helpful.

It is worth mentioning here that financial aid offered to international graduate students is much bigger than for undergraduate ones.

I. Read and translate the text.

II. Define if sentences are True (T) or False (F)?

1. Department of Education does not control curricula. ___
2. The quality of education is confirmed by regional or professional accreditation. _____
3. There is only a group of Ivy League schools with accredited and strong schools. _____
4. Liberal Arts Philosophy means the first two years of studies concentrate on both arts and humanities but not on sciences.
5. American schools concentrate on intercultural aspect of higher education. _____
6. Students can join cultural and academic associations and corporations according to their preferences. _____
7. Graduate students can pursue Master's and PhD programs in about 1,500 Graduate schools. _____
8. Master's programs last from one to three years and the students are required to write thesis. _____
9. Doctoral studies usually last for three years, sometimes longer, especially in experimental sciences. ____
10. At the end of the PhD program the student has to write doctoral thesis and defend it before faculty deans. _____

III. Choose the correct variant:

1. I started playing the guitar last year, but I haven't *made/done/had* a lot of progress. It still sounds terrible.
2. I'm *making/doing/getting* a French course at the moment.
3. I *made/did/got* law at university.
4. I drank a lot of coffee while I was *passing/failing/revising* for my exams.
5. When I graduated *to/from/at* university, I started looking for a job.
6. I tend to *make/do/take* my research on the Internet.
7. I didn't *make/got/get*/ good marks in my exams.
8. Did you *take/do/go* notes during the lecture?

IV. Match the people on the left with a definition from the right. Write your answers in the boxes.

1. apprentice	a. A person (usually a child) who attends school.
2. caretaker	b. A student who has completed a first degree course at university or college.
3. expert	c. Either a teacher at a university who teaches small groups of students or someone who privately teaches one pupil or a small group of pupils, often at home.
4. governor	d. A person who teaches at a college or university.
5. graduate	e. A young person who works for a number of years with someone – usually for low wages – in order to learn their skills, e.g. a hairdresser
6. headteacher	f. The person in charge of a university.
7. lecturer	g. A person who studies at academic subject, e.g. Greek, and knows a lot about it.
8. principal	h. A person who is very skilled at doing something or who a lot about it.
9. pupil	i. All the people who work at a school, college or university.
10.scholar	j. A person who is a member of the committee which controls a school.
11.staff	k. A student at a college or university who is studying for his or her first degree.
12.student	l. The person in charge of a school or college.
13.tutor	m. The person in charge of a school
14.undergraduate	n. The person who looks after a school and is responsible for repairs, cleaning, etc.
15.vice-chancellor	o. A person who is studying at a college or university.

Text 4
Higher Education in Great Britain

At the age of 16, prior to leaving school, students are tested in various subjects to earn a General Certificate of Secondary Education (GCSE). If they wish to go on to higher education at a university, they take Advanced Level examinations, commonly known as "A" Levels. Scotland has comparable qualifications. About a third of British students leave school as soon as possible after turning 16, usually taking lower-level jobs in the workforce. Those who stay in school past the age of 16 may pursue either further education or higher education. Further education is largely vocational, as is adult education**.** About 3.5 million people were enrolled in further education programs in 1995. Students may also stay in school until age 18 to prepare for higher education.

All Souls College, Oxford University England's oldest institution of higher learning, Oxford University, is a federation of 35 colleges, each with its own structure and activities. Many prominent people have attended the All Souls College.

Britain has more than 90 universities. *British universities* can be divided into several categories. The foremost universities are the University of Oxford and the University of Cambridge, both founded in the Middle Ages. The term **Oxbridge** is used to refer to both schools as a single entity, much as Americans would use the term Ivy League in reference to the group of prestigious East Coast universities. Scotland has equivalent ancient institutions at Edinburgh, Glasgow, and St. Andrews. Another type of university is the so-called redbrick variety—old and solid schools built in the 19th century when bricks were the standard building material. The large number of ultramodern universities that sprouted up in the last half of the 20th century are often called cement block and plateglass universities. London has its own great schools, the enormous University of London and its world- famous college, the London School of Economics.

Students interested in advanced education can also attend polytechnics**,** which are schools dedicated to the sciences and applied technology. An education act in 1992 changed the status of these colleges to universities. Higher education can also be obtained through ***the Open University***, founded in 1969, which offers extension courses taught through correspondence, television and radio programs, and videocassettes. It also sponsors local study centers and residential summer schools. The purpose of the Open University is to reach people who may not ordinarily be qualified for university study.

I. Read and translate the text.

II. Complete the sentences using the words from the text:

1. At the age of 16 students are tested in various subjects to earn a _____.
2. Advanced Level examinations, commonly known as "_____" Levels.
3. The term Oxbridge is used to refer _____

4. Students interested in advanced education can also attend polytechnics**,** which are schools dedicated to the _____ and applied _____.
5. Higher education can also be obtained through the _____University, which offers extension courses taught through correspondence, television and radio programs, and videocassettes.
6. The purpose of the Open University is to _____ people who may not ordinarily be qualified for university study.

III. Fill in the sentences with the following prepositions: *up to of at by from in into*

1. Which school do you go __?
2. He left school __ the age __18.
3. The summer term ends __ July.
4. She's not at home, she's __ school.
5. She goes __ Sussex University.
6. His lecture was divided __ four parts.
7. School breaks __ next Friday.
8. He is now __ university.
9. She is __ the same class as her brother.
10. Students usually receive a grant __ the state.

IV. Write the missing verbs in the sentences below. Choose from the following list. Make changes where necessary.

attend	leave school	sit/take (an exam)
behave	pass	specialize
do one's homework	play truant	study
enrol	praise	test
expel	punish	
fail	recite	
learn (something) by heart	revise	

1. She _____ at 16 to go and work in her cousin's shop.
2. The headteacher _____ the school football team for doing so well in the local Cup.
3. I can't come out tonight, I'm afraid. I've got to _____ for a test tomorrow.
4. Children from age of 5 to 11 usually _____ a primary school.
5. None of the teachers could control the boy. When he finally tried to set fire to the school, the headteacher was forced to _____ him. Since he has gone, things have been a lot more peaceful.

6. When he went to the Sixth-Form College he decided to _____ in languages.
7. This course is very popular. If you want a place on it you'd better _____ today.
8. The teacher told the class that their homework was to _____ a poem _____ and that she would ask them to _____ it in class the following week.
9. She went to university to _____ mathematics.
10. In a mixed class, boys generally _____ worse than girls.
11. He was very upset when he _____ his exams, especially as he thought he had done so well.
12. She spends at least two hours every night _____her _____.
13. He was a very strict teacher and always _____ his pupils if they forgot to do their homework or misbehaved in class.
14. We are going to _____ the Cambridge First Certificate examination at the end of next month.
15. 'At the end of the term we shall _____ you all to find out how good you are in English and maths', the teacher told the class.
16. To _____ means to stay away from school without permission.
17. She was extremely intelligent and found it very easy to _____ all her exams.

V. What's the Ukrainian for?

universal compulsory education, full-time students, to offer post-graduate training, an application, the General Certificate of Secondary Education, a hall of residence, to study by correspondence, job-related courses, to provide accommodation, educational establishment, an explanatory note, to be sponsored by a company, intensive language training, optional courses, to study part-time, audio-visual equipment.

Text 5
Higher education in Ukraine

In Ukraine, as in other developed countries, higher education is considered to be one of the main human values. Ukraine has inherited from the past a well-developed and multifunctional system of higher education.

The higher education consists of higher educational establishments, scientific and methodological facilities under federal and municipal governments and self-governing bodies in charge of education. The higher education structure includes also the post-graduate and Ph. D. Programs and self-education. The higher education includes two major educational levels, namely basic higher education and full higher education.

The Ukraine's State Higher Education System includes 940 higher educational institutions (HEI), out of which 806 are public and 134 are of other forms of ownership property. Non-public HEIs are mandatory and legally acknowledged and controlled by the state through the educational activity's licensing mechanism and accreditation. HEIs in Ukraine are comprised of vocational schools, colleges, institutes, conservatories, academies, universities.

According to the HEIs status the following 4 levels of accreditation are set:

Level I - vocational schools and other HEIs equaled to them which teach junior specialists by using educational and professional programs (EPPs);

Level II - colleges, other HEIs equaled to them which teach bachelors, and if need be junior specialists, by using EPPs;

Level III - institutes, conservatories, academies, universities which teach bachelors and specialists, as well as junior specialists by using EPPs;

Level IV - institutes, conservatories, academies, universities which teach bachelors, masters and specialists by using EPPs.

Currently, Ukrainian higher educational system comprises of 327 technical vocational schools, 216 vocational schools, 117 colleges, 149 institutes: 2 conservatories, 48 academies and 81 universities.

HEIs' graduates are given state standard diploma after they complete education under respective EPPs, based on the results of state attestation. The following educational and qualification levels granted to the experts exist in Ukrainian system of higher education: junior specialist, bachelor, specialist and master.

Normative periods of training under different educational and qualification levels are set listed bellow:

3 years for junior specialist (on the basis of full comprehensive secondary education);

4 years for bachelor (on the basis of full comprehensive secondary education);

1 year for specialist (on the basis of first degree);

1 year for master (on the basis of first degree).

One of the particular features of high school in the Soviet period was that priority was given to preparation of technical engineers and machine building complex specialists - first of all for military complex. Most of technical higher educational institutions were concentrated in districts with well-developed industry. Currently, the need of specialists of that kind decreased dramatically: from 54 per cent in 1990 to 42 per cent in 1996 at the expense of increasing of humanitarian, economic and management profile specialists' need. This process is expected to go on and set in for nearest future in Ukraine at the basis of analysis of job market employer's requirements and graduates competition. Preparation of engineers on the basis of old-dated standards leads to the fact that 40 per cent of graduates remain unemployed.

A lot of non-governmental higher educational institutions appeared recently which leads to increasing of economic and business profile students. Since 1997 students can study at higher educational institutions on contract basis.

Every fifth first year student in state higher education institutions of 1998 pays for his education on his own which makes approximately from 400 to 1000 USD for academic year of studies.

New Ukrainian educational laws and democratic state policy give certain autonomy to the higher educational institutions in their activities and classical academic liberties in self-government.

Ukraine's higher educational system fulfills important social functions creating intellectual potential of Ukraine.

Higher education supplies all spheres of national economy with qualified professionals and looks for the better ways of development and perfection.

I. Read and translate the text:

II. Choose the right word in the correct form: *make* or *do*

1. How many mistakes did you _____ in the last dictation?
2. Who is the next to _____ a report?
3. She _____ the translation in half an hour.
4. It was Brian's upbringing that _____ him a coward.
5. The Dean _____ a speech at the meeting of the first-year students.
6. Can't you _____ anything to stop that noise?
7. What did he _____ to _____ you so angry?
8. Promise little, but _____ much.
9. He is used to _____ whatever he pleases.
10. Would you _____ me a favour and feed the cat while I'm away.
11. Have you _____ all the arrangements yet?
12. We normally _____ the shopping on Saturday mornings.

III. Choose the right word: *vocabulary* or *dictionary*

1. In this book the new _____ is given after the text.
2. A new Ukrainian-English _____ has recently been published.
3. First-year students usually have a limited _____.
4. Learn the _____ of Lesson 2 for tomorrow.
5. I could not find this word in Jones' _____.
6. You should buy a new _____, yours is too small.
7. You cannot enrich your _____ without looking up the words in the _____.

IV. Choose the best response:

1. Have you paid your _____ (=payment for studying at a university) for this semester? No, I haven't gotten around to that yet.
   a) tuition b) tutoring c) cost
2. How's your _____= Do you have a lot of classes?
   a) course package b) course load c) course pack
3. I took that class last year. It was _____. (=very easy)
   a) gust b) wind c) breeze

4. I lived in the student residence last year. This year, I moved in to a place _____.
   a) of mine b) of my own c) of my proper
5. What does GPA stand for?
   a) grade point addition b) grade percentage average c) grade point average
6. Which college are you planning to _____?
   a) attend b) ascent c) atone
7. I applied to go to Yale, but I didn't _____. (=I wasn't accepted)
   a) get in b) get on c) get in
8. This is a very_____ school. (= It has a very good reputation)
   a) prevailing b) prestigious c) egregious
9. In the context of university life, what is a 'student body'?
   a) a student's torso b) all the students at a university c) professor
10. Most new college students go to _____, which is an information session designed to introduce them to their new university.
   a) orientation b) show-and-tell c) segmentation
11. A former student of a school/university= An _____
   a) alderman b) alumni c) alumnus
12. A _____ is an exam given during the middle of a semester.
   a) middle-term b) mid-term c) half-term
13. John finally got his _____ in Economics. (=he finished his 4 year program)
   a) decoration b) degree c) decree
14. My assignment is _____ on Thursday. (=it has to be finished by Thursday)
   a) due b) deliverable c) down
15. What are you _____ in? = What's your main subject of study?
   a) majoring b) engaging c) mainlining
16. You'd have to do something pretty bad to get _____(=kicked out) from college.
   a) expelled b) excelled c) demoted
17. Q: Did he _____ his exam? A: No, he failed.
   a) miss b) answer c) pass
18. The opposite of a 'required course' is an _____.
   a) election b) elective c) choice
19. T.A., which stands for 'teaching _____', is someone who helps a professor run a class.
   a) asset b) assistant c) analyst
20. What do you plan to do after you _____? (=successfully finish college)
   a) drop out b) take a leave of absence c) graduate

V. Learn the following words and word expressions by heart:

абітурієнт	school-leaver
аспірант	postgraduate student
гуртожиток	hall of residence, US dormitory
декан	dean
держіспит	final examination
диплом	diploma
дисертація	thesis
- докторська	doctorate, doctorate thesis
- магістерська	master's thesis
доцент	associate professor
захист магістерської дисертації	defence of master's thesis
письмовий екзамен	written examination
усний екзамен	oral examination
вступний екзамен	entrance examination
їдальня (студентська)	canteen
канікули	holidays, US vacation
кафедра	department
квиток студентський	student's card
книжка залікова	credit book
куратор групи	tutor
магістр	Master
заочне навчання	postal tuition, extension studies, extramural studies
гуманітарні науки	arts
точні науки	sciences
ректор	principal, chancellor
реферат	paper
семестр	term, semester
староста	monitor
стипендія	scholarship, grant
першокурсник	first year student
ступінь	degree
факультатив	optional classes
факультет	faculty
екзаменаційна комісія	board of examiners
закінчити університет	to graduate from the university
конспектувати	to make notes
мати заборгованість (з англійської)	to be behind (with English)
навчальний рік	academic year
наукові дослідження	research
студентське містечко	university campus
перенести іспит (на пізніше)	to postpone the exam

VI. What’s the English for?

складати іспити, стипендія, записатися в бібліотеку, читати книги в оригіналі, загальноосвітня школа, пропускати заняття без поважної причини, склад викладачів, готуватися до іспиту, відстати від групи, зробити доповідь на науковій конференції, робити успіх, ступінь бакалавра, магістр гуманітарних наук, здібний учень, студентський гуртожиток, староста групи, кафедра.

Questions for discussion

1. What languages have you studied? How well can you read, write and speak each of them?
2. Have you ever had a friendship with someone who spoke a different language? What language(s) did you use to communicate? How did it affect your relationship?
3. Do you think it's ever possible to speak a language like a native? Explain your reasons.
4. What do you find most difficult to learn in English?
5. Are some languages more beautiful to listen to than others? If so which? Are there any languages that you really don't like the sound of? Why?
6. Why do you want to improve your English? For example: work, travel, pleasure.
7. Do think age affects a person's ability to learn a new language?
8. What's the best way to learn a language?
9. Do you think you learn more English inside or outside the classroom? What do you on your own to improve your English?
10. Do you like to listen to music in other languages? Do you make an effort to understand the words?
11. How often to you read in another language? What kinds of things do you read? Why?
12. In what major ways is English grammar different from the grammar of your native language?

UNIT II. ECOLOGY

Questions for discussion

1. What types of energy are popular in your country? For example, coal, gas, nuclear power. What does your house or apartment use?
2. Does your community offer a recycling program? Do you think recycling is an important service for communities to provide?
3. How often do you throw gum wrappers, cigarette butts, etc. onto the street? Who usually cleans this up in your community?
4. How are products packaged in your country? For example, how do you usually buy milk, electronic equipment and clothing?
5. Do you think companies are more or less environmentally responsible now than they were in the past?
6. Tell about one thing you do to help the environment.

Text 1

What is Ecology?

Ecology is a branch of biology which is focused on the examination of living organisms in the natural environment. Ecologists look at how organisms interact with the environment and each other, and they study the complex and interconnected systems which influence life on Earth. Ecology is also sometimes known as environmental biology, and there are a number of sub disciplines within this branch of the sciences which deal with specific topics of interest, such as the relationship between humans and the natural environment.

Researchers in ecology can study individuals, populations, communities, and ecosystems. At each level, there are more things to learn about. The natural environment is usually heavily interconnected; researchers can focus on a single population of plants or animals, for example, and find much fodder for study, ranging from how that population shapes the physical environment to how other organisms interact with it. For example, ruminant populations can create paths and watering holes, shaping the land, and they can also influence plant populations by eating some plant species, leaving others alone, and excreting seeds which plants can use to spread themselves.

In the 20th century, ecologists became especially interested in human activities which had a deleterious effect on the environment, recognizing that humans could have a tremendous and not always beneficial influence on nature. For example, dumping pollutants into a river can cause a variety of changes in nature, just as paving over a wetland can eliminate a habitat and put stress on the animals and plants which are used to living there.

Ecologists are often interested in looking at entire ecosystems, and studying all of the organisms which live in them and influence them. Each ecosystem hosts

unique plant and animal species which have adapted to the environment and each other, and studying this can provide scientists with information about the history of that ecosystem, and the evolutionary roots of the animals which live there. Ecology can also be studied in urban environments.

The study of ecology is not limited to the terrestrial environment; marine environments, lakes, and streams can also provide a great deal of food for thought and inspiration for study. The marine environment in particular is not very well understood, with researchers constantly finding that there is more to learn about the ocean, the creatures which live there, and its underlying geography and geology. For example, for centuries people assumed that the bottom of the ocean was inactive and bleak, but in the 20th century, researchers discovered areas of biological activity around hydrothermal vents, with organisms which had adapted to the dark, high pressure, low oxygen environment of the deep sea.

I. Read and translate the text.

II. Define whether sentences are True (T) or False (F):

1) Ecology is a branch of biology which is focused on the examination of living organisms in the natural environment.
2) Ecologists study the complex and interconnected systems which influence life on Earth.
3) Ecology is also sometimes known as environmental sociology.
4) In the 20th century, ecologists became especially interested in human activities which had a favorable effect on the environment.
5) The study of ecology is limited to the terrestrial environment.
6) Each ecosystem hosts unique plant and animal species.
7) The marine environment in particular is not very well understood, with researchers constantly finding that there is more to learn about the ocean.

III. Match the first part of each sentence in the left-hand column with its second part in the right column. Use the words in ***bold*** to help you. Check that each sentence you put together is grammatically correct.

1. Some modern agricultural methods have been heavily criticized…	(A)… in many countries **poaching** is considered more serious than drug smuggling.
2. If you wear a fur coat in public…	(B)… and **rare breeds** parks are very popular with many
3. It is illegal to kill pandas, tigers…	(C)… in **wildlife management**
4. If we don't do more to protect pandas…	(D)… the government's **conservation programme** has been very successful
5. A lot of British people are interested in unusual animals …..	(E)… they'll soon be **extinct**
6. National parks in Kenya are currently….	(F)… with **battery farming** in particular receiving a lot of

	condemnation
7. In an attempt to preserve forests around the country…	(G)… it was fascinating to observe their **natural behaviour**
8. We would like to carry out more scientific study into rainforests…	(H)… on a successful panda **breeding** programme
9. I don't like zoos because I think….	(I) … keeping animals in **captivity** is cruel
10. I saw fascinating documentary about the way animals live in Venezuela and thought…	(J) … or any other **endangered species**.
11. In order to increase the birth rate, the Chinese government has spent a lot of money…	(K)… but it is often difficult to get people to fund the **research**.
12. Hunters have killed so many animals that…	(L)…. you risk coming under attack from **animal rights activists**.

IV. Find English equivalents from ex.III.

a) вимерлий *(вид тварин)*
b) зникаючі види
c) дослідження
d) природна поведінка
e) життя в неволі
f) програма охорони навколишнього середовища
g) браконьєрство

V. Write the plural form of the following nouns:

Story, play, glass, photo, match, mouth, story, bush, roof, radio, key, factory, page, mouse, person, sheep, ticket-holder, datum, formula, crisis, room-mate, medium, child, nucleus, commander-in-chief, basis, cactus, foot, city, passer-by, wolf, knife, symposium, analysis, piano, hypothesis, radius.

Text 2
Environmental pollution

Environmental pollution is a term that refers to all the ways by which people pollute their surroundings. People dirty the air with gases and smoke, poison the water with chemicals and other substances, and damage the soil with too many fertilizers and pesticides. People also pollute their surroundings in various other ways. For example, they ruin natural beauty by scattering junk and litter on the land and in the water. They operate machines and motor vehicles that fill the air with disturbing noise. Nearly everyone causes environmental pollution in some way.

Environmental pollution is one of the most serious problems facing humanity today. Air, water, and soil - all harmed by pollution - are necessary to the survival of

all living things. Badly polluted air can cause illness, and even death. Polluted water kills fish and other marine life. Pollution of soil reduces the amount of land that is available for growing food. In addition, environmental pollution also brings ugliness to our naturally beautiful world.

Everyone wants to reduce pollution. But the pollution problem is as complicated as it is serious, it is complicated because much pollution is caused by things that benefit people. For example, exhaust from automobiles causes a large percentage of all air pollution. But the automobile provides transportation for millions of people. Factories discharge much of the material that pollutes air and water, but factories provide jobs for people and produce goods that people want. Too much fertilizer or pesticide can ruin soil, but fertilizers and pesticides are important aids to the growing of crops.

Thus, to end or greatly reduce pollution immediately people would have to stop using many things that benefit them. Most people do not want to do that, of course. But pollution can be gradually reduced in several ways. Scientists and engineers can work to find ways to lessen the amount of pollution that such things as automobiles and factories cause. Governments can pass and enforce laws that require businesses and individuals to stop, or cut down on, certain polluting activities. And - perhaps most importantly - individuals and groups of people can work to persuade their representatives in government, and also persuade businesses, to take action toward reducing pollution.

People have always polluted their surroundings. But throughout much of history, pollution was not a major problem. Most people lived in uncrowded rural areas, and the *pollutants* (waste products) they produced were widely scattered. People had no pollution-causing machines or motor vehicles. The development of crowded industrial cities in the 1700's and 1800's made pollution a major problem. People and factories in these cities put huge amounts of pollutants into small areas. During the 1900s, urban areas continued to develop, and automobiles and other new inventions made pollution steadily worse. By the mid-1900s, pollution had affected the water in every major lake and river and the air over every major city in the United States and other industrial countries. Since the late 1960s, millions of people have become alarmed by the dangers of pollution, and scientific studies have improved our understanding of the problem. Large numbers of people are now working to reduce environmental pollution.

I. Read and translate the text.

II. Define whether sentences are True (T) or False (F):

1. Environmental pollution is one of the most serious problems facing humanity today.
2. Pollution cannot be gradually reduced.
3. Governments cannot pass and enforce laws that require businesses and individuals to stop polluting.
4. People have always polluted their surroundings.
5. The development of crowded industrial cities in the 1700's and 1800's made pollution a major problem.

6. Large numbers of people are now working to reduce environmental pollution.

III. Find English equivalents for the following words and word combinations:

a) зменшувати забруднення
b) добрива
c) вихлопи автомобілів
d) навколишнє середовище
e) забруднюючий агент
f) основна проблема
g) переконувати
h) спричиняти забруднення

IV. Replace the expressions in bold with a word or expression from the box which has the same meaning.

unleaded petrol	erosion
fossil fuels	contaminated
recycle (things)	environmentalists
organic	emissions
genetically modified	biodegradable packaging
greenhouse	acid rain
rain forest	Green Belt
global warming	ecosystem

1. In Britain, building is restricted or completely banned in the ***area of farming land or woods and parks which surrounds a town.***
2. Many companies are developing ***boxes, cartons and cans which can easily be decomposed by organisms such as bacteria, or by sunlight, sea, water, etc.***
3. The burning of some fuels creates ***carbon dioxide, carbon monoxide, sulphur dioxide, methane and other*** gases which rise into the atmosphere.
4. Farmers have cleared hectares of ***thick wooded land in tropical regions where the precipitation is very high***.
5. Planting trees provides some protection from ***gradual wearing away*** of soil.
6. We should all try to ***process waste material so that it can be used again.***
7. These potatoes ***are cultivated naturally, without using any chemical fertilizers and pesticides.***
8. This bread is made from wheat which has been **altered at a molecular level so as to change certain characteristics which can be inherited.**
9. More and more cars are built to use ***fuel which has been made without lead additives.***

10. ***Polluted precipitation which kills trees*** falls a long distance away from the source of pollution.
11. Human beings have had a devastating effect on the ***living things, both large and small***, in many parts of the world.
12. The ***gases and other substances*** which come from factories using oil, coal and other ***fuels which are the remains of plants and animals*** can cause serious damage to the environment.
13. Don't drink that water! It's been ***made dirty by something being added to it.***
14. Friends of the Earth, Greenpeace and other ***people concerned with protecting the environment*** are holding a forum in London next month.
15. ***The heating up of the earth's atmosphere by pollution*** is threatening life as we know it.

Text 3
Kinds of pollution

There are several kinds of environmental pollution. They include air pollution, water pollution, soil pollution, and pollution caused by solid wastes, noise, and radiation.

All parts of the environment are closely related to one another. The study of the relationships among living things, and between living things and other parts of the environment, is called *ecology*. Because of the close relationships, a kind of pollution that chiefly harms one part of the environment may also affect others. For example, air pollution harms the air. But rain washes pollutants out of the air and deposits them on the land and in bodies of water. Wind, on the other hand, blows pollutants off the land and into the air.

Air pollution turns clear, odorless air into hazy, smelly air that harms health, kills plants, and damages property. People cause air pollution both outdoors and indoors. Outdoor air pollution results from pouring hundreds of millions of tons of gases and *particulates* (tiny particles of liquid or solid matter) into the atmosphere each year. One of the most common forms of out-door air pollution is smog. Indoor air pollution results from many of the same substances found outdoors. But indoor pollutants can present a more serious problem because they tend to build up in a small area from which they cannot easily escape. Cigarette smoke is a familiar indoor air pollutant.

Most air pollution results from *combustion* (burning) processes. The burning of gasoline to power motor vehicles and the burning of coal to heat buildings and help manufacture products are examples of such processes. Each time a fuel is burned in a combustion process, some type of pollutant is released into the air. The pollutants range from small amounts of colorless poison gas to clouds of thick black smoke. Weather conditions can help reduce the amount of pollutants in outdoor air. Wind scatters pollutants, and rain and snow wash them into the ground. But in many areas, pollutants are put into the air faster than weather conditions can dispose of them. In

crowded cities, for example, thousands of automobiles, factories, and furnaces may add tons of pollutants to a small area of the atmosphere each day.

At times, weather conditions cause pollutants to build up over an area instead of clearing them away. One such condition—called *thermal inversion*— occurs when a layer of warm air settles over a layer of cooler air that lies near the ground. The warm air holds down the cool air and prevents pollutants from rising and scattering. A serious pollution problem results when a thermal inversion occurs over a city that is pouring tons of pollutants into the air.

One serious result of air pollution is its harmful effect on human health. Both gases and particulates burn people's eyes and irritate their lungs. Particulates can settle in the lungs and worsen such respiratory diseases as asthma, bronchitis, and pneumonia. Studies have shown that particulates help cause such diseases as cancer and emphysema. In cities throughout the world, long periods of heavy air pollution have caused illness and death rates to increase dramatically.

Air pollution also harms plants. Poisonous gases in the air can restrict the growth of, and eventually kill, nearly all kinds of plants. Forests in Tennessee, citrus groves near Los Angeles, and vegetable gardens in New Jersey have all been seriously damaged by air pollution.

Most materials get dirty and wear out more quickly in polluted air than in clean air. Polluted air even harms such hard and strong materials as concrete and steel. In some cities, statues and other art objects that stood out-doors for centuries have been moved indoors because air pollution threatened to destroy them.

Air pollutants may also affect climate. Both gases and particulates can cause changes in the average temperatures of an area. Particulates scatter the sun's rays and reduce the amount of sunlight that reaches the ground. Such interference with sunlight may cause average temperatures in an area to drop. Some gases, including carbon dioxide, allow sunlight to reach the ground, but prevent the sunlight's heat from rising out of the atmosphere and flowing back into space. The warming of the earth's surface that results is called the *greenhouse effect.* The burning of fuel and other polluting activities are increasing the amount of heat-trapping gases in the atmosphere. This development may intensify the greenhouse effect, causing average temperatures to rise.

In addition, air pollutants may damage the layer of *ozone* (a form of oxygen) in the earth's upper atmosphere. The ozone layer protects animals and plants from much of the sun's harmful ultraviolet light.

I. Read and translate the text.

II. Define whether sentences are true (T) or False (F)

1. All parts of the environment are closely related to one another.
2. The study of the relationships among living things, and between living things and other parts of the environment, is called *ecology.*
3. Air pollution does not harm the environment.
4. Air pollutants may affect climate.
5. Air pollutants do not damage the layer of *ozone.*

III. Find English equivalents for the following words and word combinations:

1) переповнене місто
2) шкодити здоров'ю
3) забруднюючий агент
4) спричиняти захворювання
5) парниковий ефект
6) частинки
7) зв'язок
8) поверхня землі
9) процес окиснювання
10) двоокис вуглецю

IV. Read the text and translate the Ukrainian words:

Повітря*_____** is essential to life. Humans and other animals use the ***кисень _____ they breathe along with the food they eat to produce ***енергія***. Increased physical activity raises the body's energy demand, increasing ***споживання*** of oxygen and nutrients. When we exert ourselves we notice an increase in breath rate. This is our respiratory system's response to increased energy demand.

More air flowing in and out of our ***легені*** _____ increases our exposure to air pollution. As a result, active children, ***дорослі*** _____, and athletes are more ***уразливі***_____ to the unhealthy impacts of air pollution. During episodes of unhealthy levels of air pollution, public health officials advise reducing vigorous outdoor activities (e.g., soccer, ***бігання***).

V. Complete using the correct form of the words in capitals.

DANGER SOURCE IMPORTANCE SUCCEED PRODUCE
VARY DIFFERENCE CYCLE MIX USE

Nowadays, more and more people are becoming aware of the (1) ..... situation threatening their environment and gaining consciousness about it. At last, we have started to take precautions for the world's natural (2) ..... which are decreasing day by day. The most important step taken is re-using materials – in other words, recycling. It has become more (3) ..... that we reduce waste which pollutes the environment. Recycling paper has been the biggest (4) ..... . Paper can be used six times over, then be burnt for the (5) ..... of energy. Plastic is the hardest material to recycle because there are (6) ..... kinds which need to be treated (7) ..... . Metal is another material. The production of an aluminium can is moredifficult than (8) ..... it. Glass can be used again in a (9) ..... of asphalt and cement to pave streets. As a result, we should think for a while before we throw things away as they may still be (10) ..... .

Text 4
Water pollution

Water pollution reduces the amount of pure, fresh water that is available for such necessities as drinking and cleaning, and for such activities as swimming and fishing. The pollutants that affect water come mainly from industries, farms, and sewerage systems.

Industries dump huge amounts of wastes into bodies of water each year. These wastes include chemicals, wastes from animal and plant matter, and hundreds of other substances. Some of the wastes may be *hazardous* (harmful to human health). Industries dispose of much hazardous waste in dump sites on land. But improperly managed sites may leak the wastes into underground water supplies that people use.

Wastes from farms include animal wastes, fertilizers, and pesticides. Most of these materials drain off farm fields and into nearby bodies of water.

Sewerage systems carry wastes from homes, offices, and industries into water. Nearly all cities have waste treatment plants that remove some of the most harmful wastes from sewage. But even most of the treated sewage contains material that harms water.

Natural cycles work to absorb small amounts of wastes in bodies of water. During a cycle, wastes are turned into useful, or at least harmless, substances. Bacteria called *aerobic bacteria* use oxygen to decay natural wastes such as dead fish and break them down into chemicals, including nitrates, phosphates, and carbon dioxide. These chemicals, called *nutrients*, are used as food by algae (simple organisms) and green plants in the water. The *algae* serve as food for microscopic animals called *zooplankton*. Small fish, such as minnows, eat the zooplankton. The small fish, in turn, are eaten by larger fish, which eventually die and are broken down by bacteria. The cycle then begins again.

The same natural cycles work on wastes poured into water by people. Bacteria break down chemicals and other wastes and turn them into nutrients, or else into substances that will not harm fish or sea plants. However, if too much waste matter is poured into the water, the whole cycle will begin to break down, and the water becomes dirtier and dirtier. The bacteria that work to decay the wastes use up too much oxygen during the decaying process. As a result, less oxygen is available for the animals and plants that live in the water. Animals and plants then die, adding even more wastes to the water. Finally, the water's entire oxygen supply is used up.

Nutrients in water cause a similar process—called *nutrient enrichment, or eutrophication*—to take place. Nutrients that people add to water, such as nitrates from agricultural fertilizers and phosphates from detergents in sewage, greatly increase the growth of algae in water. As larger amounts of algae grow, larger amounts also die. The dead algae become wastes, and, as they decay, they use up the water's oxygen supply. The addition of heated water to a body of water also upsets cycles. Heated water can kill animals and plants that are accustomed to living at lower temperatures. It also reduces the amount of oxygen that water can hold. The

addition of heated water is called *thermal pollution.* Most heated water comes from industries and power plants that use water for cooling.

Another major pollutant is fuel oil, which enters oceans mainly from oil tankers and offshore oil wells. Such spills ruin beaches and kill birds and marine life.

I. Read and translate the text.

II. Fill in the gaps using the words from the text.

1. Water pollution _____ the amount of pure, fresh water.
2. The pollutants that affect water come mainly from industries, farms, and _____ systems.
3. Industries _____ huge amounts of wastes into bodies of water each year.
4. Sewerage systems carry _____ from homes, offices, and industries into water.
5. Bacteria called *aerobic bacteria* use oxygen to _____ natural wastes.

III. Find in the text the English equivalents for the following words and word combinations:

1) водорості
2) електростанція
3) каналізаційна система
4) шкідливі відходи
5) добрива
6) очисний завод
7) миючий засіб
8) процес гниття
9) хімікати
10) охолодження

IV. Complete the sentences using the *Present Perfect, Present Perfect Continuous, Future (will/going to) or Future Perfect* form of the verbs in brackets.

1. The population of the rare mountain gorilla ..... (increase) in the last few years largely so the government ..... (open) the area for the tourism industry.
2. About 30 years later, the Pacific Ocean ..... (rise) to a dangerous level.
3. The leaking chemicals ..... (spread) over the surrounding area by the time officials take measures.
4. Marine pollution ..... (kill) large numbers of plants and animals unless some strict
precautions are taken.
5. I read in a magazine that a car which runs on water and petrol ..... (design). There is no doubt that thousands of people ..... (drive) this environmentally friendly car.

6. The villagers ..... (organize) a demonstration against the timber company for some time.
7. A : Have you prepared your project on Caretta carettas yet?
B : No, not yet. But I think I ..... (start) tomorrow.
A : When ..... (you / hand it in)?
B : Next week. I ..... (collect) some photographs of Caretta carettas in the afternoon.
A : I have got some documents on them. I ..... (give) them to you if you want.
B : Thanks. That ..... (be) great!

V. Read the text and choose the best answer:

Animals and plants are becoming extinct day by day at a greater (1) ..... than ever before. People are cutting down forests and this (2) ..... to dramatic changes in the climate. There should be more (3) ..... to work for conservation. In order to protect species in danger, people should examine wild places carefully and (4) ..... the animals and plants. Another aspect of conservation is to increase the number of laws which (5) ..... the extinction of endangered species. There should also be more programmes for reproduction. This may lead to the (6) ..... of national parks and protected areas. Today, there are internationally (7) ..... wildlife protection areas worldwide. Another precaution may be to (8) ..... the threats of extinction by educating people. We shouldn't forget that the problem of endangered species is global
and we should leave a better world to our children.

1. amount	rate	proportion	grade
2. leads	guides	show	influences
3. arrangement	federations	organizations	companies
4. identify	pick up	distinguish	find out
5. forbid	discourage	ban	prevent
6. invention	establishment	institution	organization
7. recalled	allowed	discovered	recognized
8. publicize	promote	report	announce

Text 5

Soil pollution

Soil pollution damages the thin layer of fertile soil that covers much of the earth's land and is essential for growing food. Natural processes took thousands of years to form the soil that supports crops. But, through poor treatment, people can destroy soil in a few years.

In nature, cycles similar to those that keep water clean work to keep soil fertile. Plant and animal wastes, including dead organisms, accumulate in the soil. Bacteria and fungi decay these wastes, breaking them down into nitrates, phosphates, and other nutrients. The nutrients feed growing plants, and when the plants die the cycle begins again.

People use fertilizers and pesticides to grow more and better crops. Fertilizers add extra nutrients to the soil and increase the amount of a crop that can be grown on an area of land. But the use of large amounts of fertilizer may decrease the ability of bacteria to decay wastes and produce nutrients naturally.

Pesticides destroy weeds and insects that harm crops. But pesticides may also harm bacteria and other helpful organisms in the soil.

Solid wastes are probably the most visible forms of pollution. People throw away billions of tons of solid material each year. Much of this waste ends up littering roadsides, floating in lakes and streams, and collecting in ugly dumps. Examples of solid wastes include junked automobiles, tires, refrigerators, and stoves; cans and other packaging materials; and scraps of metal, paper, and plastic. Such solid pollutants are most common in the heavily populated areas in and near cities. Slag and other wastes from mining processes pollute much land away from cities.

Solid wastes present a serious problem because most of the methods used to dispose of them result in some type of damage to the environment. When the wastes are put into open dumps, they ruin the attractiveness of the surrounding areas. Dumps also provide homes for disease-carrying animals, such as cockroaches and rats. Some solid wastes can be destroyed by burning them. But burning produces smoke that causes air pollution. When wastes are dumped in water, they contribute to various forms of water pollution.

In the mid-1980's, more than 2 billion short tons (1.8 billion metric tons) of solid wastes were produced in the United States each year. Solid wastes include mining, industrial, and agricultural wastes, in addition to household wastes. Most solid wastes are buried in large, open areas called *landfills.* But in many places, especially near large cities, the land available for dumping is running out. In the meantime, the production of solid wastes is increasing rapidly. In addition, more and more wastes that are difficult to dispose of are being produced. Tin and steel cans that rust and can be absorbed by the soil have been replaced by aluminum cans that stay in their original state for many years. Paper and cardboard packaging that can decay and burn easily is being replaced by plastics that will not decay and that give off harmful gases when burned.

I. Read and translate the text.

II. Define whether sentences are true (T) or false (F).

1. Soil pollution damages the thin layer of fertile soil.
2. Plant and animal wastes accumulate in the soil.
3. Pesticides destroy weeds and insects that harm crops.
4. The use of large amounts of fertilizer may increase the ability of bacteria to decay wastes and produce nutrients naturally.
5. Solid wastes are probably the most visible forms of pollution.

6. Solid wastes cannot be destroyed by burning them.
7. Most solid wastes are buried in large, open areas called landfills.

III. Find English equivalents for the following words and word combinations:

1) урожай
2) грибок
3) поживні речовини
4) шлаки
5) спалювати
6) позбуватися чогось
7) звалище сміття
8) сталеві банки
9) виробництво
10) прилегла ділянка

IV. Rewrite the sentences using the words in brackets.

1. We can help the environment by recycling, but most people ignore it. (**although**)

.....

2. Every time we go to the country, we enjoy watching wildlife. (**whenever**)

.....

3. Some aerosols have been banned because they harm the ecosystem. (**in order not to**)

.....

4. Many species of wildlife may become extinct yet some organizations try hard to protect them. (**however**)

.....

5. People chopped down the rainforests to cut timber and make land for their plantations. (**so as to**)

.....

6. We may ban cars from the city centres on certain days and as a result we can prevent pollution. (**so that**)

.....

7. Everywhere in the world, there are organizations that work for the benefit of our planet. (**wherever**)

.....

8. She provides grants for the endangered species because she wants to protect them. (**so as to**)

.....

9. Although there is international pressure for not using nets, in some countries fishermen still go on using them. (**despite**)

.....

10. Even though light and noise are disturbing Caretta carettas, more and more hotels are being built in their environment. (**in spite of**)

.....

V. Match the words with their defenitions:

1. industry	a) the process of being gradually destroyed by rain, wind and the sea
2. erosion	b) including the whole world
3. to deplete	c) to kill an animal, especially for food
4. flood	d) a form of energy coming from nuclear reactions which is harmful to living things
5. global	e) the process of making air, water and soil dangerously dirty
6. radiation	f) to reduce the amount of sth that is available
7. pollution	g) the act or process of destroying something
8. destruction	h) containing poison or caused by poisonous substances
9. toxic	i) a very large amount of water that covers an area that is usually dry
10.to slaughter	j) the production of goods especially in factories

Text 6

Rainforests rule!

A world like no other – perhaps this is the best way to describe the world of the rainforest. No rainforest is exactly the same – yet most rainforests are now distributed in the small land area 22.5 degrees north and 22.5 degrees south of the Equator, between the Tropic of Capricorn and the Tropic of Cancer. You can find tropical rainforests in South America and Indonesia. Other rainforests flourish further from the Equator, in Thailand and Sri Lanka.

Despite occupying a relatively small area, rainforests have a colossal role to play in maintaining the world as we know it. Tropical rainforests are home to a rich, colourful variety of medicinal plants, food, birds and animals. Can you believe that a single bush in the Amazon may have more species of ants than the whole of Britain! 480 varieties of trees may be found in just one hectare of rainforest. These forests sustain around 50% of all the species on Earth, and offer a way of life to many people living in and around the forest.

Rainforests are the lungs of the planet – storing vast quantities of carbon dioxide and producing a significant amount of the world's oxygen. Rainforests have their own perfect system for ensuring their own survival; the tall trees make a canopy of branches and leaves which protect themselves, smaller plants, and the forest animals from heavy rain, intense dry heat from the sun and strong winds.

Amazingly, the trees grow in such a way that their leaves and branches, although close together, never actually touch those of another tree. Scientists think this is a deliberate tactic to prevent the spread of any tree diseases and make life more difficult for leaf-eating insects like caterpillars. To survive in the forest, animals must climb, jump, fly or glide across the gaps. The ground floor of the forest is not all tangled leaves and bushes, like in films, but is actually fairly clear. It is where leaves decompose into food for the trees and other forest life.

They are not called rainforests for nothing! Rainforests can generate 75% of their own rain. At least 80 inches of rain a year is normal – and in some areas there may be as much as 430 inches of rain annually. This is real rain – your umbrella may protect you in a shower, but it won't keep you dry if there is a full rainstorm. In just two hours, streams can rise ten to twenty feet. The humidity of large rainforests contributes to the formation of rainclouds that may travel to other countries in need of rain.

Worryingly, rainforests around the world are disappearing at an alarming rate, thanks to deforestation, river pollution, and soil erosion as land is being claimed for agriculture and trees are felled for wood. A few thousand years ago, tropical rainforests covered as much as 12% of the land surface on Earth, but today this has fallen to less than 5.3%.

We can only hope that the world governments work together with environmentalists and businesses to use their environmental knowledge and power to preserve the rainforests – awe-inspiring, beautiful and vital for our existence.

I. Read and translate the text.

II. Choose the correct variant:

1. Rainforests can be found:

a) only in South America
b) in many countries all over the world
c) in a small strip of land, mostly equatorial

2. Rainforests hold:

a) more than half the world's species
b) less than half the world's species
c) approximately half the world's species

3. Rainforests are the 'lungs of the planet' because they:

a) produce a large amount of oxygen and store a large amount of carbon dioxide
b) store a small amount of oxygen and produce a large amount of carbon dioxide
c) produce a small amount of oxygen and produce a large amount of carbon dioxide

4. Rainforests make a difference to the world's water supply because:

a) the humidity of rainforests produces rainclouds
b) rainforests are very rainy places
c) the rainforests produce their own rain

5. Rainforests tree leaves never touch the leaves of another tree:

a) to make rain fall on the ground of the forest
b) to protect the trees from disease and insects
c) to give the forest animals more exercise

6. Over the last few thousand years, the land covered by forests has:

a) increased
b) decreased
c) stayed the same

III. Match the words with their definitions:

humidity deforestation canopy sustain erosion rainforest species

1. _____ a forest in a tropical area which receives a lot of rain
2. _____ to keep alive
3. _____ a set of animals or plants that have similar characteristics to each other
4. _____the branches and leaves that spread out at the top of a group of trees forming a type of roof
5. _____ the cutting down of trees in a large area; the destruction of forests by people
6. _____ being rubbed away gradually

IV. Complete the sentences with the correct form of the words from the list:
pollute conserve protect destroy recycle support

1. Unless we _____ endangered species like the Iberian lynx, they will disappear.
2. _____ bottles and newspapers is a good way of helping the environment.
3. Mike decided to _____ Friends of the Earth after he had read their leaflet.
4. If we _____ energy like gas and electricity, we will create less pollution.
5. You shouldn't use aerosols. They _____ the ozone layer.
6. Waste from the factory _____ the river and fields nearby. As a result many wild animals died.

Text 7

Environmental Protest Groups

Facts about the state of the global environment read like quotes on a poster for an epic Hollywood movie – expanding deserts in Africa, huge forest fires in Indonesia, serious shortages of fish in Europe, thousands of deaths from air pollution in Brazil, disappearing forests in the Amazon, melting ice-caps and increasing

radiation levels in the polar regions. But just as there is no evil Lex Luther or Ernst Blofeld responsible for these disasters, there is no Superman or James Bond to save the world. The human race has caused these problems and we are going to have to work together to solve them.

However, many people feel that the governments of countries around the world are not taking environmental issues seriously enough. To allow the voices of concerned people to be heard, a large number of protest groups have been set up by ordinary people to raise awareness of the issues, and to put pressure on politicians to act before it is too late. A few of the organizations have become household names, particularly Friends of the Earth and Greenpeace. Two smaller groups, Surfers Against Sewage and Reclaim The Streets, are less well known, but take themselves just as seriously.

Surfers Against Sewage (SAS)

Surfers Against Sewage was founded in 1990 by water sports enthusiasts, who were becoming more and more concerned about the health risks they faced when using beaches in Cornwall in the UK. Human and toxic waste pumped into the sea was causing serious illnesses, and beach goers felt that they were "playing Russian Roulette with their health" every time they went into the water.

SAS alerted people to the problem by going to public events with their surfboards, where they handed out leaflets wearing wetsuits and gasmasks. They soon attracted the attention of the media and other concerned water users from around Britain and were able to put pressure on the government to ban dumping untreated waste in the sea, rivers and lakes. The group was so successful that in 1998, only 8 years after they started campaigning, the government agreed to spend 8.5 billion pounds on cleaning up Britain's aquatic environment.

Surfers Against Sewage has acquired a cool image over the years. In 1999 the director of The Beach, a Hollywood blockbuster starring Leonardo Di Caprio, wanted to use the SAS logo on actors' backpacks. SAS refused permission however, because they were concerned about the environmental damage that making the film had caused to the tiny tropical island of Phi Phi in Thailand.

Reclaim The Streets (RTS)

Reclaim The Streets was started in London in 1991 to campaign "FOR walking, cycling and cheap, or free, public transport, and AGAINST cars, roads and the system that pushes them." RTS began by protesting against road building through unspoilt areas of the British countryside, and now have expanded their activities to draw attention to environmental, political, economic and social injustice around the world.

RTS campaigns by stopping traffic and turning roads and motorways into huge street parties. Members of the group dig up tarmac and plant trees, make beaches and paddling pools for children to play in, decorate the street with colourful banners, and give out free food and drink. A huge sound system is set up, bands, jugglers and clowns perform, and hundreds or even thousands of people dance and party. The carnival is usually broken up by the police after a few hours, and in the past some of the demonstrations have been marred by violence between police and protesters.

RTS doesn't have any clear aims, it says that it is a 'disorganization' rather than an organization, since there is no one in charge, but the methods that the group uses have caught on, and are now used worldwide. As the RTS website says, "The Reclaim The Streets idea has grown up and left home, street parties and suchlike often happen without anyone in RTS London hearing about them until afterwards."

Protest and the Internet

Both SAS and RTS have extensive websites providing information about their activities, and providing links to like-minded groups around the world. It seems that nowadays the Internet is helping more and more people express their dissatisfaction with the status quo, and work together to find solutions to the problems that the modern world faces.

I. Read and translate the text.

II. Fill in the gaps using the words from the text.

1. Many people feel that the governments of countries around the world are not taking environmental _____ seriously enough.
2. The human race has caused these problems and we are going to have to work together to _____ them.
3. RTS began by protesting against road building through _____areas of the British countryside.
4. Both SAS and RTS have extensive _____ providing information about their activities.

III. Find English equivalents for the following words and word combinations:

1. пустеля
2. відповідальний за
3. необроблені стічні води
4. несправедливість
5. чіткі цілі
6. кольорові плакати
7. насильство

IV. Match the words with their definitions:

1. aquatic	an important subject or problem that people are discussing
2. household name	to spoil something
3. issue	living or growing in, happening in, or connected with water

4. mar (v)	a thick, black substance that is sticky when hot and is used to cover roads
5. status quo	poisonous
6. tarmac	someone or something that everyone knows
7. toxic	the situation that exists now, without any changes

V. Define whether sentences are true (T) or false (F):

1. Surfers Against Sewage members like playing with guns.
2. Reclaim The Streets started in Cornwall.
3. The people who started Surfers Against Sewage like water sports.
4. RTS demonstrations are always peaceful.
5. The SAS organization has been very successful.
6. Reclaim The Streets is against road building.
7. The SAS logo appeared in the film "The Beach".
8. RTS events sometimes attract thousands of people.

VI. Match the words with their meanings:

protest issue banner enthusiast reclaim sewage campaign injustice

1. A long piece of cloth with words or a sign written on it: _____
2. To organize a series of activities to try to achieve something: _____
3. Someone very interested in and involved with a particular activity: _____
4. An example of lack of fairness and lack of justice: _____
5. An important subject or problem that people are discussing: _____
6. When people show that they disagree with something, shouting, carrying signs, etc: _____
7. Waste water and waste from toilets: _____
8. To get something back from someone: _____

Text 8
Weather

It's hardly surprising that weather is a favourite topic for so many people around the world - it affects where we choose to live, what we wear, our moods, and perhaps even our national characteristics. A sunny day can relieve the deepest depression, while extreme weather can destroy homes and threaten lives.

The effects of weather

Palm trees bent double in hurricane force winds, cars stranded in snow drifts, people navigating small boats down flooded city streets – images we are all familiar

with from news reports of severe weather spells. But many of the effects of the weather are less newsworthy.

'I'm feeling a bit under the weather' is a common complaint in Britain, especially on Monday mornings, and it seems that weather really can be responsible for moods. Studies have shown that changeable weather can make it hard to concentrate, cloudy skies slow down reflexes, and high humidity with hot, dry winds makes many people irritable and snappy.

Some suggest that the weather also leaves its mark on character, giving people from the same region similar temperaments, although it seems that economic, political and social factors are likely to have a much stronger effect than the weather.

What causes changes in the weather?

If you live in a place like Britain, where the weather seems to change daily if not hourly, you could be forgiven for thinking that the weather is random. In fact the weather is controlled by systems which move around areas of the globe. In the UK the weather depends on depressions, often called 'lows', and anticyclones, also known as 'highs'. These systems start in the Atlantic Ocean, and make their way across the British Isles from the west to the east. Highs bring sunny weather, while lows bring rain and wind.

The weather systems in tropical climates are very different from those in mid and high latitudes. Tropical storms develop from depressions, and often build into cyclones, violent storms featuring hurricanes and torrential rain.

In modern times, human activity seems to be altering weather patterns. Gases produced by heavy industry change the temperature of the Earth's surface, and affect cloud formation. Some researchers say that factories in Europe and North America may have been one of the causes of the droughts in Africa in the 1980s.

Can we predict the weather?

The human race has always tried to guess the weather, especially in areas of the world where there are frequent changes. Traditional rhymes point to early attempts to identify weather patterns, popular poems include:

Red sky at night, shepherds' delight; Red sky in the morning, shepherds' warning

Ash leaf before the oak, then we will have a summer soak; Oak leaf before the ash, the summer comes without a splash

Flies will swarm before a storm.

Rain before 7, clear by 11.

Two other popular traditional ways of forecasting the weather used pine cones and seaweed. When the air has a high level of humidity there is a higher chance of rain, when the humidity is low, there is more chance of fine weather. Pine cones and seaweed react to changes in humidity - pines cones open, and seaweed feels dry when the humidity is low, while high humidity has the opposite effect.

While folk wisdom can still provide a guide to help forecast weather, today's methods of prediction increasingly rely on technology. Satellites, balloons, ships, aircraft and weather centres with sensitive monitoring equipment, send data to computers. The data is then processed, and the weather predicted. However, even this system cannot predict weather for longer than about week.

A recent study by an Australian psychologist suggests that certain people may have a special gift for predicting the weather. However it is possible that these people would use their talent in another way, since the same group had considerable success in forecasting changes in another chaotic system – the stock market.

It appears that a study of weather patterns may also enable scientists to predict the outbreak of disease. An Ebola epidemic in Uganda in the year 2000 came after the same rare weather conditions that had been present before an outbreak 6 years earlier. Efforts to limit the spread of airborne diseases such as foot and mouth, are also strongly dependent on favourable wind conditions.

Extreme weather

Although people in Britain often moan about the weather, we should spare a thought for the inhabitants of parts of the world where extreme weather regularly wreaks havoc on the environment and population. Sandstorms, tornadoes, blizzards and flashfloods regularly kill thousands of people and leave many others homeless.

While most of us try to avoid extreme weather, some adventurous souls actively seek out places where extreme weather conditions exist. Sports such as surfing, kiteboarding, ice-climbing and white-water rafting are becoming increasingly popular with people seeking relief from the monotony of daily routine. Extreme sports are about exhilaration, skill and danger, and often harness the weather to provide adrenaline addicts with their kicks.

Even more extraordinary are storm-chasers – weather enthusiasts who risk their lives following tornadoes and thunderstorms at high speed to witness the damage they cause at close hand.

I. Read and translate the text.

II. Choose the correct answer:

1. When the weather keeps changing...
    a) people’s reaction slow down
    b) people become irritable
    c) people find it hard to focus on their work
2. The weather in Britain
    a) is very changeable
    b) is depressing
    c) is random
3. Violent storms are common:
    a) in mid and high latitudes
    b) in Britain
    c) in tropical climates
4. Anticyclones often:
    a) bring cloudy weather
    b) bring rain and wind
    c) bring fine weather

5. Weather forecasting:
    a) is always wrong
    b) has been done for a long time
    c) is easy
6. According to a traditional rhyme, if there is a red sky at night...
    a) the next day will be fine
    b) the next day will be rainy
    c) the next day will be windy
7. When the air is humid...
    a) pine cones close
    b) seaweed feels dry
    c) the weather will be fine
8. According to the article, weather is linked to...
    a) the stock market
    b) the outbreak of disease
    c) successful studying

III. Match the words with their definitions:

humid blizzard drought tornado hurricane climate

1. a severe snow storm with strong winds:
2. a long period when there is little or no rain:
3. (of air and weather conditions) containing extremely small drops of water in the air:
4. a violent wind which has a circular movement, especially found in the West Atlantic Ocean:
5. a strong dangerous wind which forms itself into an upside-down spinning cone and is able to destroy buildings as it moves across the ground:
6. the general weather conditions usually found in a particular place:

IV. Choose the best variant:

1. It sure is cold today! Yes, it's _____ outside! (= very cold)
a) freezing b) frozen c) frostbite d) b + c
2. Talking to someone about the weather (and other "light" topics) is commonly referred to as "making _____".
a) light chat b) small talk c) sense
3. People who are sensitive to extreme heat should be careful in hot climates - If they stay out too long they might get _____.
a) heat wave b) heat strokes c) heat stroke
4. A _____ is an extended period of time of very hot weather.
a) heat way b) heat wave c) heat stroke

5. It's _____ outside = It's raining heavily
a) boring b) poring c) pouring
6. I _____ when it's gray out.
a) depress b) get depressed c) get depression d) a + c
7. Where I come from, the sun _____ all year round.
a) shines b) beams c) shine
8. They said that it's going to _____ over the next couple of days.
a) warm out b) warm up c) warm
9. The _____ (= moisture in the air) in New Orleans is terrible. It makes the temperature seem much hotter than it actually is.
a) humidity b) humid c) fumes
10. It's about _____ outside.
a) 80 degrees b) 80 c) warmer d) a + b

Text 9

I. Read and translate the text.

II. Fill in the gaps with the following words:

melting, Earth, underwater, change, rise, colder, solution, poles

In recent years, climate 1) _____ has been a much talked about issue, with many debates over its possible impact on the world, and some even going so far as to question its very existence. However, with the undeniable increase in greenhouse emissions on 2) _____, there can be no doubt that the earth is becoming warmer, and scientific studies have proven that if we carry on living the way we do, then global temperatures will 3) _____ even more.

So what exactly does this mean for the future of our planet? In chilly places like the UK, we may think to ourselves: 'Finally, warmer weather!' But global warming will in fact cause extreme weather conditions, meaning that our winters would be even 4) _____ than they are now. More than that, warmer temperatures will lead to the 5)_____ of ice in the north and south poles, which in turn will lead to rising sea levels across the globe. This is particularly troubling for low coastal regions such as Florida in the USA which would be among the first to be flooded, along with many islands around the world, including the United Kingdom. In 1000 years or so, all these places and more will be submerged underwater.

So where will be able to live? Unless we can find a way to evolve into mermaids and mermen, which doesn't look promising, the only 6)_____ is to move elsewhere. There will be little choice left once a large proportion of the land is lost to the sea, and other remaining places will be so hot that they will be absolutely impossible to survive in. Countries that we consider to be hot these days will be even more so if temperatures increase by 5, 10, even 15 degrees; countries like Australia and India, among others. It is possible, then, that the once frozen 7)_____ of the Arctic and Antarctica will be suitable enough to live in, having melted its ice and warmed up.

It’s a scary thought to imagine such devastation on Earth, and to think of our descendents struggling to survive in a virtually uninhabitable world. Perhaps if people start to realise how their actions now can have such a profound impact on future generations, they will change their attitude and start to think more about caring for the environment, in order to save it. If not, we’ll be living in a world 8) _____ and will need to think of a way to turn ourselves into mermaids!

Text 10
Tornadoes

Every year in the United States people watch for dangerous windstorms called tornadoes. A tornado is a violently turning pipe of air suspended from a dense cloud. It forms when winds blowing in separate directions meet in the clouds and begin to turn in circles. Warm air rising from below causes the wind pipe to reach toward the ground. It is not officially a tornado unless it has touched the ground. A tornado can destroy anything in its path.

Tornadoes come in many sizes. They can be thin pipes with openings on the ground just a few meters across. Or they can be huge pipes that stretch as far as one-and-a-half kilometers. A tornado's size is not linked to its strength. Large tornadoes can be very weak, and some of the smallest can be the most damaging. No matter how big or small, however, the strongest winds on Earth are in tornadoes.

Tornadoes are most common in the central part of the United States called "Tornado Alley." This area stretches south from western Iowa down to Texas.

Weather experts have done a lot of research in Tornado Alley. They have discovered that unlike severe ocean storms, tornadoes can strike without warning. Usually weather experts can report days before a severe ocean storm hits. However, tornadoes can form within minutes. There is almost no time for public warnings before they strike.

The force of a tornado is judged not by its size, but by the total damage caused to human-made structures. The Fujita Scale is the device used to measure tornadoes. It is named after Ted Fujita. He was a University of Chicago weather expert who developed the measure in the nineteen-seventies. There are six levels on the measure. Tornadoes that cause only light damage are an F-zero. The ones with the highest winds that destroy well-built homes and throw vehicles more than one-hundred meters are an F-five.

In the nineteen-sixties, about six-hundred-fifty tornadoes were reported each year in the United States. Now, more than one-thousand tornadoes are seen yearly. Weather experts do not think the increase is caused by climate changes. Instead, they say Americans are moving away from cities into more open farming areas. This means that they see and report tornadoes more often.

I. Read and translate the text:

II. Define whether sentences are true (T) or false (F)

1. A tornado is a violently turning pipe of air suspended from a dense cloud.
2. Warm air rising from below causes the wind pipe to reach toward the ground.
3. Tornadoes have the same sizes.
4. A tornado's size is linked to its strength.
5. Tornadoes are most common in the central part of the United States.
6. Tornadoes strike with warning.
7. Usually weather experts can report days before a severe ocean storm hits.

Text 11
Close encounters with a Twister

Paul Denman tells about the day he came face to face with America's most frightening meteorological phenomenon, a tornado.

Until last year, I'd always wanted to see a tornado. A few years ago, in Oklahoma, I saw one of those violent dark green storm skies, with small cones hanging down from its underside; but the tornado that people feared at that moment never materialized. The cones were sucked back into the clouds, and eventually the sun came out again. Last year I met my first (and thankfully only) tornado.... and it was not in the south. We were in Montana - tranquil old Montana - enjoying our summer vacation, when the twister struck. The day had begun like any ordinary July day in Montana, with a bright blue sky, and hot sunshine. A few bubbling clouds were blowing across, as we made our way in the footsteps of Calamity Jane , towards an ancient mining town called Castle. In the days when the West was Wild, Castle was a rough and busy town, full of miners looking for silver and gold. Jane stayed there for a few years, running a bar. Today, Castle is a "ghost town", a collection of old wooden buildings, some still standing, others just a pile of fallen boards and planks of wood. Abandoned over 100 years ago, when the mines ran out of precious metals, Castle now lies in the middle of nowhere, miles from a paved road, miles from civilisation.

That morning, Castle was deserted. Few visitors make the journey to this distant part of Montana, and even fewer want to drive ten miles on a dirt-track to visit a place like Castle. The sun was shining brightly when we arrived, and it was still shining when we found the house where Jane used to live. It wasn't until the sun went behind a cloud that we looked up at the sky.

"Hey!" said Sarah, "Look, there's a storm coming..." Indeed, to the south, the sky had turned an inky black. A storm was coming, and it looked like a big one.

"Let's get back to the main road," Sarah added. "These tracks will be unpassable if there's a storm."

"Sure, that's a good idea, let's get going!" I said

"If we go north, we'll come out near White Sulphur Springs," said Robbie.

The track wound upwards through a forest of pine trees, then divided, then divided again.

"Which way?" I asked.

"Take the track to the right," said Julie who had the map.

"Are you sure?"

"No, I'm not sure exactly where we are... the map doesn't show all these tracks... but I think so."

The time was just about midday, yet somehow, in the space of ten minutes, all the blue had vanished from the sky, and the light was fading fast, as if evening was coming on. The track twisted and turned, up and down, through woods and over streams, and then, at last, out onto an open, treeless, hilltop. Suddenly Sarah shouted. "Look, a tornado!"

I pulled the car to a stop, and looked back; and there it was. Just like in the movie: the clouds were hanging like a dark ceiling above our heads, slate gray with tinges of brown and green. And there, just a few miles to the south, was the tornado, an inky funnel of twisting cloud coming right down to the ground. Beside it, several other menacing cones were hanging downwards, ready to strike. We could see them moving in our direction." Let's get out of here!" I said, and threw the car into gear.

I don't usually drive cars at 50 m.p.h along dirt tracks, but this time I did; as we sped across the open hilltop, it seemed like there were three different storms coming towards us at once, from three different directions. By now we could see waves of wind gusting across the grassland, and by the time we reached the trees again, branches were blowing in all directions. Then, beside the track, we came across a group of tourists on quad bikes, enjoying a cross-country trip. We stopped the car for a moment to warn them, but the tour-guide laughed. "Tornado?! No! We don't get tornados here!" I wasn't going to hang around arguing with him, so we just set off again, hoping to find a real road where we could move faster than the storm. But it was not to be. We had come out of the woods, and were going down into a valley when suddenly the hills in front of us vanished. It all happened in the space of about two minutes.

"It's coming this way," shouted Sarah.

"Find some shelter!" said Julie.

There was none - not a tree, not a building, not a bridge, until, just as we were giving up hope, like a mirage in the desert, we spotted an old abandoned church. Just beyond it, the sky seemed to touch the ground. As we raced towards the shelter of this - probably the most solid building for miles around - the first hailstones hit us, as big as golf balls, blowing almost horizontally across the windscreen. We reached the church, and pulled to an abrupt halt. Shelter! By then we could see nothing - or at least nothing further from us than about fifteen meters; and although there were four of us in the car, and it was a heavy car too, the vehicle was jumping up and down on its springs, as if someone was trying to push it over. The noise of the wind and the hailstones on the roof was deafening, and conversation was impossible, so we just sat there in silence hoping and praying that our car was not going to be picked up like a leaf, and thrown across into the unknown that we could not see.....

It probably lasted about ten minutes - but sitting in that bumping noisy car, it seemed more like ten hours until, almost as suddenly as it had started, the wind stopped, and the hail stopped falling. Normality returned.

"Phew!", said Sarah. "I thought we'd had it!"

"Me too," said Robbie.

Fortunately, the tornado had missed us, and we'd just been through the very violent storm that accompanied it. But just short distance down the road, the twister had caused chaos and destruction, flattening a farm and a garage as it rolled across the prairies of Montana. A week later, a similar twister crashed into a camp ground in Alberta, Canada, killing a dozen people, and wrecking hundreds of tents and caravans. With hindsight, I felt that we'd been quite lucky. I'd seen my twister, I'd been on the edge of it, but fortunately not in the middle. Frankly, that was quite enough.

Notes:

Calamity Jane

Jane was one of the very few women who became famous in the very masculine world of the Wild West. She was really Martha Jane Burke, 1852-1903. She spent most of her life in mining towns of South Dakota, and working on the wagon trains that brought supplies to the wild and isolated towns. She was an excellent shot with a revolver or a rifle.

The days when the West was Wild:

Generally, the second half of the nineteenth century, as the new territories, between the Mississippi and the Pacific, were opened up. In particular, the short period between about 1850 and 1880, the "heyday" of the legendary West.

Words:

***board**: plank of wood - **cone**: a rounded pyramidal form - **deafening**: very loud indeed (it can make you deaf) - **dirt track**: a road with no hard surface - **fade**: diminish, **disappear** - get going: leave, depart, start - **give up**: abandon - **gust**: a violent movement of the wind - **hailstones**: small balls of ice - **hang around**: stay - hindsight: **retrospect** - inky: like ink, very dark - **into gear**: gears come between the engine to the wheels - **make one's way**: go - **make the journey**: come, travel - **materialize:** become real, appear - **quad bikes**: four-wheeled motor scooters - **rough**: violent, dangerous - **run out of**: come to the end of, have no more of - **run**: to manage, to own, to operate - **set off**: move away - **shelter**: protection - slate **gray**: almost black (gray US = grey GB) - **sped**: past tense of to speed, go very fast - **spot**: see - **spring**: a mechanism that absorbs bumps and jolts - **struck**: past tense of to strike, to hit - **suck**: pull - **we'd had it**: we were in serious danger - **windscreen:** front window of a car - **wound**: past tense of to wind, twist, turn - **wreck**: destroy*

I. Read and translate the text:

II. Replace the missing prepositions in this extract from the article. You will find a list of the missing prepositions in the left hand column, indicating the number of times each one is needed.

About: 3 , above 1, across 4, along 1 , at 4, beside 2, beyond 1, by 3, down 3, for 2, from 3, in 7 , into 1, of 10, off 1, on 2, out 3, over 1, through 1, to 10, towards 2, up 2, with 2,	The time was just _____ midday, yet somehow, _____ the space _____ ten minutes, all the blue had vanished _____ the sky, and the light was fading fast, as if evening was coming _____. The track twisted and turned, _____ and _____, _____ woods and _____ streams, and then, _____ last, _____ onto an open, treeless, hilltop. Suddenly Sarah shouted. "Look, a tornado!" I pulled the car _____ a stop, and looked back; and there it was. Just like _____ the movie: the clouds were hanging like a dark ceiling _____ our heads, slate gray _____ tinges _____ brown and green. And there, just a few miles _____ the south, was the tornado, an inky funnel _____ twisting cloud coming right _____ _____ the ground. _____ it, several other menacing cones were hanging downwards, ready _____ strike. We could see them moving _____ our direction. "Let's get _____ _____ here!" I said, and threw the car _____ gear. I don't usually drive cars _____ 50 m.p.h _____ dirt tracks, but this time I did; as we sped _____ the open hilltop, it seemed like there were three different storms coming _____ us _____ once, _____ three different directions. _____ now we could see waves _____ wind gusting _____ the grassland, and _____ the time we reached the trees again, branches were blowing _____ all directions. Then, _____ the track, we came _____ a group _____ tourists _____ quad bikes, enjoying a cross-country trip. We stopped the car _____ a moment _____ warn them, but the tour-guide laughed. "Tornado?! No! We don't get tornados here!" I wasn't going _____ hang around arguing _____ him, so we just set _____ again, hoping _____ find a real road where we could move faster than the storm. But it was not _____ be. We had come _____ _____ the woods, and were going _____ _____ a valley when suddenly the hills _____ front _____ us vanished. It all happened _____ the space _____

	_____ two minutes. "It's coming this way," shouted Sarah. "Find some shelter!" said Julie. There was none - not a tree, not a building, not a bridge, until, just as we were giving _____ hope, like a mirage _____ the desert, we spotted an old abandoned church. Just _____ it, the sky seemed _____ touch the ground. As we raced _____ the shelter _____ this - probably the most solid building _____ miles around - the first hailstones hit us, as big as golf balls, blowing almost horizontally _____ the windscreen. We reached the church, and pulled _____ an abrupt halt. Shelter! _____ then we could see nothing - or _____ least nothing further _____ us than _____ fifteen meters.

III. Read the article, and decide which of the three alternatives suggested is the best synonym for the following words or phrases:

* eventually: a) perhaps, b) finally, c) by chance
* funnel: a) chimney, b) hole, c)lake
* at once: a) immediately, b) very fast, c) at the same time
* we came across: a) we saw, b) we hit, c) we got stopped by
* to warn them: a) to watch them, b) to inform them of the danger, c) to let them pass
* it lasted: a) it finished, b) it seemed to be, it c) continued for.

IV. Make up eight questions that you would like to ask Sarah, using eight different structures or questions words, including two from each of these groups:

* Group 1: Questions with NO question word.
* Group 2: Questions with how much or how many.
* Group 3: Questions with how often, how long, or how + adjective.
* Group 4: Questions with what, where, how, when or why.

V. Answer the following questions about the text (full sentences, please)

1. What was the weather like when Paul Denman experienced a tornado in Castle? Explain the development of the weather.
2. How many people were there in the car? Give the names.
3. What were the reactions of the various people in the car?
4. Who and what saved them?
5. What do you think happened to the group of tourists? (30 words)
6. How do you think you would react in a similar situation? (30 words)

Text 12
Deserts of America

Large parts of the western USA are covered in desert; and these deserts are growing.

The United States seems reluctant to follow the lead of other developed countries, in recognising the threat of global warming; indeed, there is a strong lobby of conservative thinkers in the USA who argue that global warming is not man-made, so there is no point in bothering about it. But as dramatic climatic excesses cause increasing damage on Americ's coasts, and inland too, opinions are slowly changing. Large parts of the western USA are occupied by desert or semi-desert. The extent of these zones in slowly but surely increasing.

If global warming turns out to be as serious as some scientists are now forecasting, camels might become the animals best able to live in much of the American West by the time the present century comes to an end. A mean temperature rise of six degrees, which certain computer models are now suggesting, might leave much of the United States of America, from the Mississippi to the Pacific coast, uninhabitable.

In recent years, Americans living in parts of Texas, Arizona and New Mexico have had to get used to ever more frequent summer days with temperatures in excess of 100° Fahrenheit (over 38° Celsius); and last year the long hot dry summer led to the destruction by fire of millions of acres of Western forests. Slowly, but perceptibly, the West is already returning to desert; it is a trend that seems liable to continue.

No one should really be very suprised about this, even without the additional problems due to global warming. Way back in 1878, John Wesley Powell, one of the early explorers of the deserts of the Southwest, warned of the dangers of settling the new lands to the west of west of the 100th meridian. Powell submitted a warning to Congress to this effect ten years later, but as often happens, short-term economic interests, not to say vested interests, meant that Powell's warning was not heeded.

In those days, the area now known as the "Great Plains" was more commonly referred to as the Great Desert. From the Rio Grande to the Canadian border, large parts of this region were virtually uninhabited and uninhabitable. Moving sand dunes were a common feature of the landscape, particularly in years of low rainfall. Yet despite the inhospitality of the terrain, from the mid nineteenth century onwards the area was progressively colonized by settlers who made use of any water course possible, to establish farms and homesteads, using irrigation and groundwater to make up for the dryness of the land, or growing plants such as alfalfa which did not require too much rainfall.

Gradually, like a miracle, the taming of the desert began. In the twentieth century, a massive dam building programme was set in motion. In many cases, the dam building was on a gargantuan scale: on the Columbia River alone, as many as 55 dams were built, including the colossal Grand Coulee dam; and although a few early environmentalists pointed to the sheer folly of many of the projects, theirs were

literally voices in the wilderness. Many powerful businessmen and speculators, often with friends in Congress, who had much to gain from the dam projects and the generous federal subsidies that often accompanied them, made sure that opposition to their projects was stifled.

Ironically, 100 years to the day after he explored the spectacular Glen Canyon on the Colorado River, Powell was honored in a manner that must have made him turn in his grave; the 250 kilometer long lake that had drowned the canyon was named Lake Powell.

Thanks to the dams and the irrigation, agriculture began to flourish in areas where it should never have flourished, and millions of settlers moved into the region, establishing towns and cities that put further pressure on the area's scarce water resources.

Now serious problems are arising; the level of the region's main underground water table, the Ogallala Aquifer, is falling, and its salinity is increasing; tens of thousands of acres of land have already been taken out of agriculture, and the deserts are once again spreading out.

Today, the remains of the Great American Desert cover an area of some 227,000 km2, mostly in California, Arizona and Nevada; this is the land of cacti and yuccas, "Joshua Trees" creosote bushes, and the other drought-resistant plants that can survive in this hot arid region; but the "sage brush desert" stretches much further, and sand dunes and "bad lands" are found as far north as South Dakota.

At the head of a now fertile valley in Colorado, Great Sand Dunes National Monument, the largest area of dunes in the USA, stands as a very visible reminder that it will not take much to bring back the deserts that once covered a large part of the American West. A six degree rise in average temperatures could be more than enough to do just that.

Words

alfalfa*: lucerne -* ***dam****: barrage -* ***drought****: dryness -* ***forecast*** *: predict -* ***get used to****: become accustomed to -* ***heed****: respect -* ***inhospitality****: quality of being unsuitable for human habitation -* ***seems liable to*** *: may perhaps -* ***sage brush****: a low bush that covers large arid areas of the American west -* ***scarce****: rare -* ***sheer****: total -* ***stifle:*** *stop -* ***taming****: domestication -* ***vested interests****: personal interests -* ***wilderness****: desert*

I. Read and translate the text:

II. Define whether sentences are True (T) or False (F).

1. The western desert was much larger 200 years ago than it is today. (T/F)
2. The main cause of the desertification of the west is global warming. (T/F)
3. “Lake Powell” is named for John Wesley Powell, who first discovered it. (T/F)
4. Grand Coulee dam is one of many dams on the Columbia River. (T/F)
5. Agriculture is not the only big user of water in the American west. (T/F)
6. The Ogallala Aquifer is a large and popular lake. (T/F)

III. Reading for information

Here now is a parallel version of the three first paragraphs of the article. Read it carefully, and underline all the cases where the information given **is not the same as** the information presented in the original article.

If global warming becomes as serious as some scientists are now predicting, camels might become the animals most suited to living in a large part of the American West by the year 2200. An average temperature increase of six degrees, which certain computer models are now suggesting, might leave much of the USA, from the Mississippi to the west coast, uninhabited.

These last few years, Americans living in parts of Texas, Arizona and Mexico have had to accustom themselves to increasingly frequent summer days with temperatures over 100° Fahrenheit (nearly 38° Celsius); and last year the long hot dry summer resulted in the destruction by fire of millions of acres of Western forests. Slowly, but invisibly, the West is already reverting to desert; it is a tendency that seems certain to continue.

No one could really be very surprised about this, even without the big problems caused by global warming.

As long ago as 1878, John Wesley Powell, one of the first explorers of the Southwestern deserts, warned of the dangers of cultivating the new lands to the west of the 100th meridian. Powell submitted a warning to Congress on this point ten years later, but as often happens, short-term economic interests, not to say vested interests, meant that Powell's warning was not read..

Text 13
The Eden Project

According to the Bible, the Garden of Eden was the home of the first two humans, Adam and Eve. In the story, the Garden provided everything the couple needed, and they lived there in peace and happiness until they were banished for breaking the rules. In 1999, Tim Smit, an ex-rock musician and record producer, borrowed the name of the biblical garden for a collection of space-age domes in a corner of southwest England - the Eden Project.

Rock and Activism

It is not unusual for people involved in the music business to alert us to environmental and political issues. Bob Geldof (the singer from British punk band The Boomtown Rats) raised a huge amount of money to help feed millions of starving people in Africa in 1985, Bono from U2 has been successful in campaigning for the reduction of debts which developing countries owe to rich nations, and the music festival at Woodstock in 1969 is seen by many as the culmination of the civil rights marches and anti-war protests of the 1960's. Tim Smit's Eden Project was

created to highlight the relationship between humans and the environment, and through information, research and education lead the way to a brighter future.

The Problem

The modern world is a far cry from the balance and harmony of the Garden of Eden. By-products of a typical modern lifestyle such as overfishing, deforestation and intensive farming are destroying natural habitats, and creating a world with less biodiversity. These activities are not sustainable, that is the planet is unable to survive if we continue to take more from the Earth than it can replace. Recent research by the World Wildlife Fund suggests that we will have to colonise two planets the same size as the Earth by 2050 unless people in rich countries change the way they live.

The Solution

The Eden Project is in on the site of an abandoned clay pit in Cornwall, and consists of two enormous domes, or biomes, and an outdoor area. The first biome houses a humid tropical zone representing Malaysia, West Africa and South America, and is the biggest greenhouse in the world. The second biome is a warm temperate zone which contains the type of environment found in Mediterranean countries, California and South West Australia. The outdoor area displays a collection of plants and landscapes typical of temperate climates like those in Britain, parts of North America, Russia and India.

As visitors to the domes walk past lakes and waterfalls, through rainforests and over deserts, they discover how the ecosystems in each zone operate, learn how people have damaged each environment, and find out how people native to the different areas can learn to live in harmony with their environment, and have a positive and beneficial effect on it.

Science, Horticulture, Creative, Marketing, Media and Human Resources researchers at the site are constantly investigating ways of combining science, art, technology and communication in new ways to find solutions to the problem of living a modern lifestyle in harmony with the natural world. The researchers form part of a new green movement, which is discovering new uses for plants including plant plastics, medicines and oils.

Success

The Eden Project has been enormously successful in the two years it has been open. Millions of people have flocked to the site, and the biomes also attracted the attention of the director of the James Bond film ‘Die Another Day’, in which the domes featured as the lair of the villain, Gustav Graves. In 2002 the biomes were also the venue for a music festival featuring Pulp, Spiritualized, Doves and other major acts who performed amongst the foliage. Works of art from around the world are also on display, and one summer the events included a play based on a story by Monty Python’s Terry Jones.

The Future

But the Eden Project is no Disneyland, “If this place becomes no more than an upmarket theme park, it will all have been a gigantic waste of money” Tim Smit writes in the visitor’s guide (the domes cost 86 million pounds.) After a day spent walking around the biomes in Cornwall, he hopes that visitors will be inspired find

out more about ecology, look at ways of changing their lifestyles, and participate in trying to get the human race back into the Garden of Eden.

I. Read and translate the text:

II. Define whether sentences are true (T) or false (F)

1. The Garden of Eden is a place from a story in the Bible.
2. Adam and Eve were thrown out of the Garden of Eden.
3. The Eden Project is in the north of England.
4. Bob Geldof played at Woodstock.
5. The number of types of animals and plants in the world is decreasing.
6. The warm temperate biome is the biggest greenhouse in the world.
7. The biomes were James Bond's base in 'Die Another Day'.
8. Lots of people visit the Eden Project.
9. The Eden Project is a theme park like Disneyland.

III. Find English equivalents for the following words and word combinations:

a) купол
b) волога тропічна зона
c) водоспад
d) благотворний наслідок
e) трата грошей
f) місце для проведення музичного фестивалю
g) теплиця

IV. Match the words with their definitions:

ecosystem abandon pit greenhouse campaign foliage flock by-product culminate banish intensive biodiversity colonise habitat ecology/ecological civil rights inspire dome temperate forever.activism

1. to leave a place, thing or person _____
2. the use of direct and noticeable action to achieve a result, usually a political or social one _____
3. to send someone away, especially from their country and forbid them to come back _____
4. the number and variety of plant and animal species that exist in a particular environmental area or in the world generally, or the problem of preserving and protecting this. _____
5. to organize a series of activities to try to achieve smth_____
6. the rights that each person has in a society , whatever their race, sex or religion_____
7. to send people to live in and govern another country _____

8. culminate in with smth if an event or series of events culminates in something, it ends with it, having developed until it reaches this point_____
9. a rounded roof on a building or a room, or a building with such a roof_____
10. the relationships between the water, the air, land? animals, plants etc, usually of a particular ere, or a scientific study of this_____
11. all the living things in an area ant the way they affect each other and the environment_____
12. to move or gather together in large numbers_____
13. a building with a roof and sides made of glass, used for growing plants that need warmth and protection_____
14. the natural surroundings in which an animal or plant usually lives_____
15. to make someone feel that they want to do smth and can do it_____
16. intensive farming methods are intended to produce as much food as possible from an area of land_____
17. a coal mine or an area of land from which a natural substance is taken by digging_____
18. (of weather conditions) neither very hot no very cold_____

Text 14
California's Water Wars

Water.....

This five-letter word is one that Californians see almost daily in headlines.

How to dam it, how to sell it, how to use it, how to share it, how to keep it pure.... these are just a few of the major problems that face California's people and political leaders.

Thousands of dollars are spent annually on studies, and on lawsuits, in California's "Water Wars", and the seemingly endless conflict between the overwhelming needs of Central and Southern California, and their drain on Northern California rivers.

California has what has been called "the biggest waterworks in history". Dams in the Sierra Nevada mountains hold back water provided by great rivers fed by rain and snowmelt; they tame raging rivers, help prevent damaging floods, generate cheap, pollution-free hydro-electricity, and release a steady supply of water for California's citizens.

California's great cities get their water via an immense network of dams, aqueducts, pipelines and wells that is one of the engineering wonders of the world. Part of the water supply for the Los Angeles area comes from a 445-mile long canal running south from the "Delta" area of Northern California. During its long journey, the water is pumped up a 3000 ft. elevation, then enters a tunnel through the mountains, before reaching the Los Angeles area. More water for this thirsty area is brought in along the Colorado River Aqueduct, over a distance of 185 miles; and the

City of Los Angeles also takes water from a place called Owens Valley, 338 miles away!

Even the city of San Francisco, in cooler Northern California, has long-distance water, its supply being carried almost 150 miles from an artificial lake in Yosemite National Park.

Yet mammoth as this interlocking system is, in years ahead it is going to be inadequate to handle the state's rapidly growing population. The prospect of major water problems in the near future has become particularly alarming.

Yet mammoth as this interlocking system is, it is now proving to be inadequate to supply both the needs of the state's huge agricultural areas, and the state's rapidly growing population. The prospect of major water problems in the near future has become particularly alarming. Many California farmers have already had to abandon crops on account of water shortages during recent dry summers; and in many towns and cities, the sprinklers that traditionally keep the lawns green round suburban homes have been turned off.

As if dry summers and growing needs were not enough problems already, Californians also have problems getting water from outside their state. For instance, the Colorado river provides water to several states, and also to Indian reservations, and there has been a lot of argument about water rights. In 2003, the state of California agreed to take a smaller quota of water from the Colorado River - partly to allow the state of Nevada to have more, on account of the dramatic increase in needs of the city of Las Vegas.

One of the most serious environmental problems was that of Mono Lake. In 1989, California's State Legislature voted $65 million to find alternatives to save Mono Lake from evaporating in the desert sun of Eastern California. Since then, the depletion of this unique environmentally-sensitive lake has been reversed, and though the water level today is still some 35 ft. below the natural level recorded back in 1941, it is now 10 feet higher than it was at its lowest point, in 1982.

Since the year 2000, California has had a series of drought years with below normal rainfall. Emergency water conservation ordinances have made lawns turn brown, cars and sidewalks get dirty. Violators of the ordinances have had their water supply cut to a trickle. In Fresno, a city which does not even meter how much water its residents use, the wells have already run dry.

Water conservation measures are part of the answer; but political analysts predict that it will require many years and some serious and unattractive lifestyle changes to resolve California's Water Wars. The tense competition for a scarce resource, among groups with conflicting interests, will demand give and take forever.

WORDS :

***Dwellers**: residents - **lawsuits**: legal battles - **overwhelming**: enormous - **dam**: barrage - **tame:** conquer - **mammoth**: enormous - prospect: image - **blow**: bad news - **lawn**: grass - **trickle**: a very small flow - **meter**: to count - drought - period with no rain or very little rain trickle: very small flow - **well**: hole in the ground from which water is taken - **give and take**: compromise.*

I. Read and translate the text:

II. Find English equivalents for the following words and word combinations:
a) газетний заголовок
b) чистота
c) щорічно
d) повінь
e) населення
f) дефіцит води
g) наприклад
h) вирішувати війну
i) незначні ресурси

III. Memory & logic: Fill in the blanks in this extract from the text, using the qualifiers (adjectives, etc.) listed:
alarming / artificial / cheap / cooler / engineering / great / growing / immense / inadequate / interlocking / long-distance / mammoth / major / near / particularly / pollution-free / rapidly / thirsty / water (2) / 445-mile long / 3000 ft. / of 185 miles / 338 miles away.

California's _____ cities get their water via an _____ network of dams, aqueducts, pipelines and wells that is one of the _____ wonders of the world. Part of the _____ supply for the Los Angeles area comes from a _____ long canal running south from the "Delta" area of Northern California. During its _____ journey, the water is pumped up a _____ elevation, then enters a tunnel through the mountains, before reaching the Los Angeles area. More water for this _____ area is brought in along the Colorado River Aqueduct, over a distance _____; and the City of Los Angeles also takes water from a place called Owens Valley, _____!

Even the city of San Francisco, in _____ Northern California, has _____ water, its supply being carried almost 150 miles from an _____ lake in Yosemite National Park.

Yet _____ as this _____ system is, in years ahead it is going to be _____ to handle the state's _____ _____ population. The prospect of _____ _____ problems in the _____ future has become _____ _____.

Text 15

Scientists have found that pesticides harm the ability of bees to find food. Bees must learn which flowers contain nectar (their food) from the smell of the flowers. If the bees do not learn which scents mean food, they will starve. Researchers at the University of Dundee in Scotland and Newcastle University in England found that

pesticides used by farmers and gardeners can switch off the part of a bee's brain that is responsible for associating smells with food. Lead researcher Dr Geraldine Wright said pesticides could seriously impact the survival of honeybee colonies. She said, "bees that cannot learn will not be able to find food". This also means bees will not pollinate crops and wild plants.

Bee populations around the world have been declining. Scientists have searched for a long time for a reason why so many bees are disappearing. This new research may be an important clue. However, the British government does not want to stop the use of the pesticides that may prevent bees from learning. It wants to carry out more tests to make sure pesticides are the real reason for the reduction in the number of bees. A spokeswoman from the Friends Of The Earth charity said the government must act sooner rather than later. "Bee health is far too urgent to wait until more research has been completed. [Controls] should be placed on these pesticides until bee safety can be [guaranteed]," she said.

I. Read and translate the text

II. HELPFUL BUGS: What do you know about these helpful creatures? Complete this table with your partner(s). Change partners often and share what you wrote.

	Good things	Bad things
Bees		
Ants		
Ladybirds		
Praying mantis		
Spiders		
Dragonflies		

III. Decide whether sentences are True (T) or False (F):

1. Chemicals that kill harmful bugs can stop bees from finding food.
2. Bees automatically understand which flowers contain food from birth.
3. A scientist said pesticides could increase the number of bee colonies.
4. The article suggests bees will not pollinate so many crops in the future.
5. Scientists tried to find reasons why the number of bees is going down.
6. The British government has decided to stop farmers using pesticides.
7. A charity said the British must do something soon and not wait.
8. The charity said we should wait until scientists do more bee research.

IV. Match the following synonyms from the article.

1. harm	a) in charge of
2. smell	b) effect
3. responsible	c) going down
4. associating	d) stop
5. impact	e) damage
6. declining	f) take action
7. disappearing	g) linking
8. prevent	h) limitations
9. act	i) scent
10.controls	j) dying out

V. Role-play

Role A – Environmentalist

You are worried about pesticides. Tell the others three reasons why. Tell the government that it must ban all pesticides immediately. Tell them that pesticides will kill all bees and that means people will have no flowers or food. Tell everyone food is healthier without pesticides.

Role B – Pesticide company boss

You know no one should worry about pesticides. Tell the others three reasons why. You think the environmentalist worries too much. Tell him/her that food is more dangerous and more expensive without pesticides. Say also there is no proof that pesticides harm bees.

Role C – Government

You don't think pesticides should be banned. Tell the others three reasons why. You want to wait until there is more evidence that pesticides are harmful. Tell the environmentalist that food would be much more expensive without pesticides and it would be full of disease.

Role D – A bee

You cannot believe the others are arguing about pesticides. You know they are dangerous. Tell the others three reasons why. The boss is most interested in money and the government wants to stay in power. Your bee friends are dying because of pesticides.

Text 16

Mount Fuji to be World Heritage site

I. Read the text and fill in the gaps:

sacred climbing status volcano become everyday decision wash financially limit peak preserve major means idea each

Japan's Mount Fuji will (1) _____ a World Heritage Site in June 2013. The United Nations (U.N.) decided on April the 30th to give the famous mountain UNESCO World Heritage (2) _____. The U.N. team that made the (3) _____ said Fuji was very important to Japanese religion and art. They also said that the 3,776-meter-high (4) _____ was important outside of Japan too. Fuji-san (as Japanese people call it) has been a (5) _____ mountain for more than 1,000 years. Priests say that when you climb it, you move from the "(6) _____ world" at the bottom, to the "world of gods, Buddha and death" at the top. They believe people can (7) _____ away their sins by (8) _____ to the top and coming back down again.

Mount Fuji is a (9) _____ tourist destination. It is very popular with hikers, who want to see the rising sun from its (10) _____. More than 318,000 hikers visited the mountain last summer, with up to 15,000 people climbing (11) _____ day. Local residents are now worried the World Heritage status will mean more visitors. That (12) _____ there will be more litter and environmental problems. The local government may ask people to pay to climb the mountain to help (13) _____ its beauty. Governor Shomei Yokouchi said: "It's likely we'll ask mountain climbers to help (14) _____ with keeping the mountain clean." Another (15) _____ being talked about is to (16) _____ the daily number of hikers allowed to the top.

II. Choose the correct answer:

1. When was the decision made to make Mt. Fuji a World Heritage site?
   a) June
   b) 30th April
   c) in 2010
   d) January

2. What has Fuji been for over 1,000 years?
   a) mysterious
   b) dangerous
   c) snow-covered
   d) sacred
3. What kind of world do priests say is at the bottom of Fuji?
   a) a dirty world
   b) an everyday world
   c) a spiritual world
   d) a modern world
4. What can people wash away by climbing Fuji?
   a) sins
   b) things
   c) dirt
   d) worries
5. What do people want to see from the top of Fuji?
   a) the rising sun
   b) Tokyo
   c) a small statue
   d) the snow
6. How many people climbed Fuji every day last year?
   a) 3.18 million
   b) 318,000
   c) 150,000
   d) 15,000
7. What problems do local people worry about?
   a) money and the future
   b) noise and crime
   c) litter and environmental problems
   d) snow and cherry blossoms
8. What might people have to do to climb Fuji?
   a) register
   b) carry a recycling litter bag
   c) have a medical test
   d) pay

III. Role play

Role A – Mount Fuji

You think Mount Fuji is the best place to visit on Earth. Tell the others three reasons why. Tell the others what's wrong with their sites and why Fuji is better.

Role B – The Pyramids

You think the Pyramids are the best place to visit on Earth. Tell the others three reasons why. Tell the others what's wrong with their sites and why the Pyramids are better.

Role C – The Amazon jungle

You think The Amazon Jungle is the best place to visit on Earth. Tell the others three reasons why. Tell the others what's wrong with their sites and why the Amazon is better.

Role D – Disneyland

You think Disneyland is the best place to visit on Earth. Tell the others three reasons why. Tell the others what's wrong with their sites and why Disneyland is better.

Additional Texts for Reading

#1

Recycling is a process to change materials (waste) into new products to prevent waste of potentially useful materials, reduce the consumption of fresh raw materials, reduce energy usage, reduce air pollution (from incineration) and water pollution (from landfilling) by reducing the need for "conventional" waste disposal, and lower greenhouse gas emissions as compared to plastic production. Recycling is a key component of modern waste reduction and is the third component of the "Reduce, Reuse, Recycle" waste hierarchy.

There are some ISO standards related to recycling such as ISO 15270:2008 for plastics waste and ISO 14001:2004 for environmental management control of recycling practice.

Recyclable materials include many kinds of glass, paper, metal, plastic, textiles, and electronics. Although similar in effect, the composting or other reuse of biodegradable waste—such as food or garden waste—is not typically considered recycling. Materials to be recycled are either brought to a collection center or picked up from the curbside, then sorted, cleaned, and reprocessed into new materials bound for manufacturing.

In the strictest sense, recycling of a material would produce a fresh supply of the same material—for example, used office paper would be converted into new office paper, or used foamed polystyrene into new polystyrene. However, this is often difficult or too expensive (compared with producing the same product from raw materials or other sources), so "recycling" of many products or materials involves their **reuse** in producing different materials (e.g., paperboard) instead. Another form of recycling is the **salvage** of certain materials from complex products, either due to their intrinsic value (e.g., lead from car batteries, or gold from computer components), or due to their hazardous nature (e.g., removal and reuse of mercury from various items). Critics dispute the net economic and environmental benefits of recycling over its costs, and suggest that proponents of recycling often make matters worse and suffer from confirmation bias. Specifically, critics argue that the costs and energy used in collection and transportation detract from (and outweigh) the costs and energy saved in the production process; also that the jobs produced by the recycling industry can be a poor trade for the jobs lost in logging, mining, and other industries associated with virgin production; and that materials such as paper pulp can only be recycled a few times before material degradation prevents further recycling. Proponents of recycling dispute each of these claims, and the validity of arguments from both sides has led to enduring controversy.

2

The **Chernobyl disaster** (Чорнобильська катастрофа) was a catastrophic nuclear accident that occurred on 26 April 1986 at the Chernobyl Nuclear Power Plant in Ukraine (then officially the Ukrainian SSR), which was under the direct jurisdiction of the central authorities of the Soviet Union. An explosion and fire released large quantities of radioactive particles into the atmosphere, which spread over much of the western USSR and Europe.

The Chernobyl disaster is widely considered to have been the worst nuclear power plant accident in history, and is one of only two classified as a level 7 event on the International Nuclear Event Scale (the other being the Fukushima Daiichi nuclear disaster in 2011). Battle to contain the contamination and avert a greater catastrophe ultimately involved over 500,000 workers and cost an estimated 18 billion rubles. The official Soviet casualty count of 31 deaths has been disputed, and long-term effects such as cancers and deformities are still being accounted for.

The disaster began during a systems test on Saturday, 26 April 1986 at reactor number four of the Chernobyl plant, which is near the city of Pripyat and in proximity to the administrative border with Belarus and the Dnieper river. There was a sudden and unexpected power surge, and when an emergency shutdown was attempted, an exponentially larger spike in power output occurred, which led to a reactor vessel rupture and a series of steam explosions. These events exposed the graphite moderator of the reactor to air, causing it to ignite.[3] The resulting fire sent a plume of highly radioactive fallout into the atmosphere and over an extensive geographical area, including Pripyat. The plume drifted over large parts of the western Soviet Union and Europe. From 1986 to 2000, 350,400 people were evacuated and resettled from the most severely contaminated areas of Belarus, Russia, and Ukraine.[4][5] According to official post-Soviet data, about 60% of the fallout landed in Belarus.

The accident raised concerns about the safety of the Soviet nuclear power industry, as well as nuclear power in general, slowing its expansion for a number of years and forcing the Soviet government to become less secretive about its procedures. The government coverup of the Chernobyl disaster was a "catalyst" for glasnost, which "paved the way for reforms leading to the Soviet collapse".[9]

Russia, Ukraine, and Belarus have been burdened with the continuing and substantial decontamination and health care costs of the Chernobyl accident. A report by the International Atomic Energy Agency examines the environmental consequences of the accident. Another UN agency, UNSCEAR, has estimated a global collective dose of radiation exposure from the accident "equivalent on average to 21 additional days of world exposure to natural background radiation"; individual doses were far higher than the global mean among those most exposed, including 530,000 local recovery workers who averaged an effective dose equivalent to an extra 50 years of typical natural background radiation exposure each. Estimates of the number of deaths that will eventually result from the accident vary enormously; disparities reflect both the lack of solid scientific data and the different methodologies used to quantify mortality – whether the discussion is confined to

specific geographical areas or extends worldwide, and whether the deaths are immediate, short term, or long term.

Thirty one deaths are directly attributed to the accident, all among the reactor staff and emergency workers. An UNSCEAR report places the total confirmed deaths from radiation at 64 as of 2008. The Chernobyl Forum estimates that the eventual death toll could reach 4,000 among those exposed to the highest levels of radiation (200,000 emergency workers, 116,000 evacuees and 270,000 residents of the most contaminated areas); this figure includes some 50 emergency workers who died of acute radiation syndrome, nine children who died of thyroid cancer and an estimated total of 3940 deaths from radiation-induced cancer and leukemia.

The Union of Concerned Scientists estimates that, among the hundreds of millions of people living in broader geographical areas, there will be 50,000 excess cancer cases resulting in 25,000 excess cancer deaths.

3

A **natural disaster** is a major adverse event resulting from natural processes of the Earth; examples include floods, volcanic eruptions, earthquakes, tsunamis, and other geologic processes. A natural disaster can cause loss of life or property damage, and typically leaves some economic damage in its wake, the severity of which depends on the affected population's resilience, or ability to recover.

An **avalanche** (also called a **snowslide** or **snowslip**) is a rapid flow of snow down a slope. Avalanches are typically triggered in a starting zone from a mechanical failure in the snowpack (slab avalanche) when the forces on the snow exceed its strength but sometimes only with gradually widening (loose snow avalanche). After initiation, avalanches usually accelerate rapidly and grow in mass and volume as they entrain more snow. If the avalanche moves fast enough some of the snow may mix with the air forming a powder snow avalanche, which is a type of gravity current.

An **earthquake** is the result of a sudden release of energy in the Earth's crust that creates seismic waves. At the Earth's surface, earthquakes manifest themselves by vibration, shaking and sometimes displacement of the ground. The vibrations may vary in magnitude. Earthquakes are caused mostly by slippage within geological faults, but also by other events such as volcanic activity, landslides, mine blasts, and nuclear tests. The underground point of origin of the earthquake is called the *focus*. The point directly above the focus on the surface is called the *epicenter*. Earthquakes by themselves rarely kill people or wildlife. It is usually the secondary events that they trigger, such as building collapse, fires, tsunamis (seismic sea waves) and volcanoes, that are actually the human disaster. Many of these could possibly be avoided by better construction, safety systems, early warning and planning. Some of the most significant earthquakes in recent times include: The 2004 Indian Ocean earthquake, the third largest earthquake recorded in history,registering a moment magnitude of 9.1-9.3. The huge tsunamis triggered by this earthquake killed at least 229,000 people.

Volcanic eruptions. Volcanoes can cause widespread destruction and consequent disaster in several ways. The effects include the volcanic eruption itself that may cause harm following the explosion of the volcano or the fall of rock. Second, lava may be produced during the eruption of a volcano. As it leaves the volcano, the lava destroys many buildings and plants it encounters. Third, volcanic ash generally meaning the cooled ash - may form a cloud, and settle thickly in nearby locations. When mixed with water this forms a concrete-like material. In sufficient quantity ash may cause roofs to collapse under its weight but even small quantities will harm humans if inhaled. Since the ash has the consistency of ground glass it causes abrasion damage to moving parts such as engines. The main killer of humans in the immediate surroundings of a volcanic eruption is the pyroclastic flows, which consist of a cloud of hot volcanic ash which builds up in the air above the volcano and rushes down the slopes when the eruption no longer supports the lifting of the gases. It is believed that Pompeii was destroyed by a pyroclastic flow. A lahar is a volcanic mudflow or landslide. The 1953 Tangiwai disaster was caused by a lahar, as was the 1985 Armero tragedy in which the town of Armero was buried and an estimated 23,000 people were killed.

A **flood** is an overflow of an expanse of water that submerges land.[8] The EU Floods directive defines a flood as a temporary covering by water of land not normally covered by water.[9] In the sense of "flowing water", the word may also be applied to the inflow of the tide. Flooding may result from the volume of water within a body of water, such as a river or lake, which overflows or breaks levees, with the result that some of the water escapes its usual boundaries.[10] While the size of a lake or other body of water will vary with seasonal changes in precipitation and snow melt, it is not a significant flood unless the water covers land used by man like a village, city or other inhabited area, roads, expanses of farmland, etc.

A heat wave is a period of unusually and excessively hot weather. The worst heat wave in recent history was the European Heat Wave of 2003.

A summer heat wave in Victoria, Australia, created conditions which fuelled the massive bushfires in 2009. Melbourne experienced three days in a row of temperatures exceeding 40°C (104°F) with some regional areas sweltering through much higher temperatures. The bushfires, collectively known as "Black Saturday", were partly the act of arsonists.

The 2010 Northern Hemisphere summer resulted in severe heat waves, which killed over 2,000 people. It resulted in hundreds of wildfires which causing widespread air pollution, and burned thousands of square miles of forest.

#4
Noise pollution

Noise pollution is displeasing or excessive noise that may disrupt the activity or balance of human or animal life. The word *noise* is cognate with the Latin word *nauseas*, which means disgust or discomfort. The source of most outdoor noise worldwide is mainly caused by machines and transportation systems, motor vehicles,

aircrafts, and trains. Outdoor noise is summarized by the word environmental noise. Poor urban planning may give rise to noise pollution, since side-by-side industrial and residential buildings can result in noise pollution in the residential areas.

Indoor noise is caused by machines, building activities, music performances, and especially in some workplaces. There is no great difference whether noise-induced hearing loss is brought about by outside (e.g. trains) or inside (e.g. music) noise.

High noise levels can contribute to cardiovascular effects in humans, a rise in blood pressure, and an increase in stress and vasoconstriction, and an increased incidence of coronary artery disease. In animals, noise can increase the risk of death by altering predator or prey detection and avoidance, interfere with reproduction and navigation, and contribute to permanent hearing loss.

Noise pollution affects both health and behavior. Unwanted sound (noise) can damage psychological health. Noise pollution can cause annoyance and aggression, hypertension, high stress levels, tinnitus, hearing loss, sleep disturbances, and other harmful effects. Furthermore, stress and hypertension are the leading causes to health problems. Chronic exposure to noise may cause noise-induced hearing loss. Older males exposed to significant occupational noise demonstrate significantly reduced hearing sensitivity than their non-exposed peers, though differences in hearing sensitivity decrease with time and the two groups are indistinguishable by age 79.[1]A comparison of Maaban tribesmen, who were insignificantly exposed to transportation or industrial noise, to a typical U.S. population showed that chronic exposure to moderately high levels of environmental noise contributes to hearing loss.

High noise levels can contribute to cardiovascular effects and exposure to moderately high levels during a single eight-hour period causes a statistical rise in blood pressure of five to ten points and an increase in stress, and vasoconstriction leading to the increased blood pressure noted above, as well as to increased incidence of coronary artery disease.

Noise pollution also is a cause of annoyance. A 2005 study by Spanish researchers found that in urban areas households are willing to pay approximately four Euros per decibel per year for noise reduction.

Noise can have a detrimental effect on wild animals, increasing the risk of death by changing the delicate balance in predator or prey detection and avoidance, and interfering the use of the sounds in communication, especially in relation to reproduction and in navigation. Acoustic overexposure can lead to temporary or permanent loss of hearing. An impact of noise on wild animal life is the reduction of usable habitat that noisy areas may cause, which in the case of endangered species may be part of the path to extinction. Noise pollution has caused the death of certain species of whales that beached themselves after being exposed to the loud sound of military sonar, (see also Marine mammals and sonar).

Noise also makes species communicate more loudly, which is called Lombard vocal response. Scientists and researchers have conducted experiments that show whales' song length is longer when submarine-detectors are on. If creatures do not "speak" loudly enough, their voice will be masked by anthropogenic sounds. These unheard voices might be warnings, finding of prey, or preparations of net-bubbling.

When one species begins speaking more loudly, it will mask other species' voice, causing the whole ecosystem eventually to speak more loudly.

Marine invertebrates, such as crabs (*Carcinus maenas*), have also been shown to be impacted by ship noise. Larger crabs were noted to be impacted more by the sounds than smaller crabs. Repeated exposure to the sounds did lead to acclimatization.

European Robins living in urban environments are more likely to sing at night in places with high levels of noise pollution during the day, suggesting that they sing at night because it is quieter, and their message can propagate through the environment more clearly. The same study showed that daytime noise was a stronger predictor of nocturnal singing than night-time light pollution, to which the phenomenon often is attributed.

Zebra finches become less faithful to their partners when exposed to traffic noise. This could alter a population's evolutionary trajectory by selecting traits, sapping resources normally devoted to other activities and thus leading to profound genetic and evolutionary consequences.]

#5

Litter

Litter consists of waste products that have been disposed improperly, without consent, in an inappropriate location. Litter can also be used as a verb. To litter means to throw (often man-made) objects onto the ground and leave them as opposed to disposing of them properly. Brodsky is the best.[1] While most litter is associated with containers, wrappers and paper product; dumped items may include furniture, appliances (white goods), old electronics (e-waste), abandoned vehicles or construction materials. These categories of waste often contain hazardous materials. The distinction between littering and illegal dumping is sometimes defined by volume or the location of the disposed of waste. Illegally dumped items containing hazardous waste can harm the environment and have a potentially negative impact on human health.

Larger hazardous items such as tires, appliances, electronics and large industrial containers are often dumped in isolated locations, such as National Forests and other public land.

It is a human impact on the environment and is a serious environmental issue in many countries. Litter can exist in the environment for long periods of time before degrading and be transported large distances into the world's oceans. Litter can affect quality of life.

Cigarette butts are the most littered item in the world, with 4.5 trillion discarded annually. Cigarette butts can take up to five years to completely break down. Statistics in 2003 showed metal/aluminum drink cans as the least littered item.

Throughout human history, people have disposed of unwanted materials without fear of retribution, onto streets, roadsides, in small local dumps or often in remote locations.[5] Prior to reforms within cities in the mid-to-late 19th century,

sanitation was not a government priority. The growing piles of waste led to the spread of disease.

To address the growing amount of waste generated in the United States, the Solid Waste Disposal Act of 1965 was enacted. In 1976 the Federal government amended the Solid Waste Disposal Act, creating the Resource Conservation and Recovery Act (RCRA), which requires a “cradle to grave” approach to the proper handling of potentially hazardous materials. RCRA gives authority to the Environmental Protection Agency (EPA) to regulate and enforce proper hazardous waste disposal.[7] Many countries now have laws that require that household hazardous waste be deposited in a special location rather than sent to landfills with regular refuse. Household hazardous waste includes paints and solvents, chemicals, light bulbs, fluorescent lights, spray cans, and yard products such as fertilizers, pesticides, herbicides and insecticides. Additionally, medical waste generated at home is considered a hazardous waste and must be disposed of properly.

In addition to intentional littering, almost half of litter on U.S. roadways is now a result of accidental or unintentional litter, usually debris that falls off of improperly secured trash, recycling collection vehicles and pickup trucks.[8] Population levels, traffic density and proximity to waste disposal sites are factors known to correlate with higher litter rates. Government neglect, the inability of governments to remove litter in a timely manner, is also a reason why humans are tempted to litter.

Illegally dumped hazardous waste may be affected by the costs associated with dropping materials at designated sites; some facilities charge a fee for depositing hazardous material. Access to nearby facilities that accept hazardous waste may deter use. Additionally, ignorance of the laws that regulate the proper disposal of hazardous waste may have an impact on proper disposal.

According to a study by the Dutch organization VROM, 80 percent of the people claim that "everybody leaves a piece of paper, tin or something, on the street behind". Young people from 12 to 24 years cause more litter than the average (Dutch or Belgian) person. Eighteen percent of people who regularly cause litter were 50 years of age or older. However, a 2010 survey of littering in Maine, New Hampshire and Vermont in the United States, placed litterers aged 55 and over at less than five percent. The same observational study estimated the overall average of litterers to be 78 percent male. Nevertheless, automobile drivers and recreationalists, smokers and youth are specific target groups within many campaigns conducted to keep countries free of litter. In 1999, research by Keep America Beautiful found that 75% of Americans admitted to littering the last five years, yet 99% of the same individuals admitted they enjoyed a clean environment.

Negligent or lenient law enforcement contributes to littering behavior.] Other causes are inconvenience, entitlement and economic conditions.] A survey of dumping in Pennsylvania found that the largest number of illegal dumps were in townships without municipal trash hauling. The same report also cites unavailability of curbside trash and recycling service, shortage of enforcement, and habit as possible causes. The presence of litter invites more littering.

Roadway noise can be reduced by the use of noise barriers, limitation of vehicle speeds, alteration of roadway surface texture, limitation of heavy vehicles,

use of traffic controls that smooth vehicle flow to reduce braking and acceleration, and tire design. An important factor in applying these strategies is a computer model for roadway noise, that is capable of addressing local topography, meteorology, traffic operations, and hypothetical mitigation. Costs of building-in mitigation can be modest, provided these solutions are sought in the planning stage of a roadway project.

Aircraft noise can be reduced by using quieter jet engines. Altering flight paths and time of day runway has benefitted residents near airports.

Industrial noise has been addressed since the 1930s via redesign of industrial equipment, shock mounted assemblies and physical barriers in the workplace.

Ecological Glossary

Acid rain: rain that contains dangerous chemicals because of smoke from cars and factories

Biodiversity: An accepted shortening of the phrase 'biological diversity'. The biological variation found in a defined spatial area: can refer to variation at the level of genome, phenotype, species, community or ecosystem. Most commonly used to describe species richness or diversity, but this common usage should not restrict its correct wider definition.

Climate Change: Long-term changes in the climatic variables experienced in a defined spatial area (which could vary from local weather to global climate). Recent usage refers to recent and future climate change, which is expected to impose stresses on human standard of living and on the integrity of natural systems.

Community: a group of various organisms living in the same environment

Conservation: the careful use of natural resources (such as trees, oil, etc.) to prevent them from being lost or wasted

Ecology: The scientific study of the distribution, abundance and dynamics of organisms, their interactions with other organisms and with their physical environment.

Ecosystem: All organisms and the abiotic environment found in a defined spatial area. For an ecosystem to be a useful unit of biological organisation, it is generally assumed to be the collective description of a community and its physical environment.

Ecosystem Services: Ecosystems have measurable emergent properties, such as productivity, diversity, stability. A subset of these properties can be considered 'useful' in some way to human standard of living. This subset has been terms 'ecosystem services'. The phrase is commonly used to help quantify the economic benefits of conserving biodiversity.

Ecozone: an area that has characteristics of natural origin such as climate, terrain, vegetation, etc. It is also the largest division of the Earth's surface filled with living organisms.

Environment: the complex of physical, chemical, and biotic factors (as climate, soil, and living things) that act upon an organism or an ecological community and ultimately determine its form and survival

Evolution: Change in the relative frequencies of heritable genetic information across generations of organisms. This change can be driven by the deterministic process of natural selection, which acts on genetic variation caused by stochastic

mutation processes. Or, evolutionary change can occur via stochastic genetic drift in small populations: drift favours some alleles numerically even though they offer no fitness advantage to their carriers. There exists an important distinction between microevolution, which is change in heritable characteristics within species over short evolutionary timescales, and macroevolution, which is the larger-scale formation of new species during adaptive radiations.

Global Warming: A significant, long-term increase in mean global temperatures (air or ocean) during the 20th century, and projected to continue into the future. Commonly used synonymously with climate change, but actually only a subset of the climatic parameters that are predicted to change. It should also be noted that an increase in global mean temperature does not mean that any specific part of the globe can expect to be warmer in the future.

Greenhouse effect: warming that results when solar radiation is trapped by the atmosphere, which is caused by gases that allow sunshine to pass through but absorb heat that is radiated back from the warmed surface of the earth

Habitat: Specific ecological or environmental areas that are inhabited by specific plants and animal species.

Migration: the movement of organisms from one place to another

Ozone layer: an atmospheric layer at heights of about 20 to 30 miles (32 to 48 kilometers) that is normally characterized by high ozone content which blocks most solar ultraviolet radiation from entry into the lower atmosphere

Pollution: the action or process of making land, water, air, etc., dirty and not safe or suitable to use

Population density: the number of individuals of a species living per unit of an area.

Recycle: to reuse or make (a substance) available for reuse for biological activities through natural processes of biochemical degradation or modification

Water cycle: the nonstop movement of water on, above, and below Earth's surface. The water changes between liquid, vapor, and ice at different times during the cycle.

Waste: material that is left over or that is unwanted after something has been made, done, used, etc.

Wildlife: animals living in nature: wild animals

References

1. Rawdon Wyatt 'Check your vocabulary for the IELTS' Peter Collin Publishing 2002, 125
2. http://fulbright.edu.pl/en/study_USA/system.html
3. http://www.learnenglishfeelgood.com
4. http://www.britishcouncil.org
5. http://linguapress.com/advanced/water-wars.htm
6. http://linguapress.com/intermediate/tornado.htm
7. http://egitek.meb.gov.tr/aok/aok_kitaplar/AolKitaplar/ingilizce_7_w/8.pdf
8. http://www.eslflow.com/environmentlessonplans.html
9. http://www.breakingnewsenglish.com

Навчальне видання

ЗБІРНИК ТЕКСТІВ ТА ЗАВДАНЬ

для організації практичної роботи
з дисципліни

«ІНОЗЕМНА МОВА»

(для студентів 1-2 курсу денної форми навчання напряму 6.040106 «Екологія та охорона навколишнього середовища та збалансоване природокористування»)

Укладач **АЛЕКСАНДРОВИЧ** Світлана Віталіївна

Відповідальний за випуск *І. О. Наумова*

За авторською редакцією

Комп'ютерний набір *С. В. Александрович*

Комп'ютерне верстання *С. В. Александрович*

План 2013, поз. 499М

Підп. до друку 13.05.2013 Формат 60 х 84/16
Друк на різографі Ум. друк. арк. 4,0
Зам. № Тираж 50 пр.

Видавець і виготовлювач:
Харківський національний університет
міського господарства імені О. М. Бекетова,
вул. Революції, 12, Харків, 61002
Електронна адреса: rectorat@ksame.kharkov.ua
Свідоцтво суб'єкта видавничої справи:
ДК № 4064 від 12.05.2011р